

The MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI



VOLUME XX

NUMBER 4

Christmas in the Heart



"I will honour Christmas in my heart,
and try to keep it all the year. I will
live in the Past, the Present and
the Future. The Spirits of all
Three shall abide within me.
I will not shut out the les-
son that they teach"

--Scrooge

Charles Dickens



DECEMBER, 1939



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THE A.T.A. MAGAZINE

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MAGISTRI NEQUE SERVI

JOHN W. BARNETT, Managing Editor

Imperial Bank Bldg., Edmonton



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Volume XX

DECEMBER, NINETEEN HUNDRED AND THIRTY-NINE

Number FOUR

EDITORIAL

"A MERRY CHRISTMAS to you, Uncle!"

"Merry Christmas! Bah! Humbug! What right have you to be merry, I'd like to know?"

"Why, bless you, Uncle, that's an easy one. I am merry because the long twilight of Democracy's eclipse is over, and the banners of Freedom are uplifted to the sun.

III AM merry because the lying insinuations of British feebleness and perfidy are nailed to the counter, and because our Empire, having pursued with infinite patience the way of conciliation, now stands undaunted across the path of the Destroyer.

"I am merry because the myth of totalitarian super-sagacity is exploded; and because our Old Land, with its Hyde Park orators, its *Habeas Corpus*, its free press and its parliamentary institutions, is doing rather better than muddling through.

"I am merry because, by the genius and valor of men of our breed, the thugs of the air are now compelled to brave the perils of the air, and because, thank Heaven, I no longer care if, or how often, the Fuehrer's patience is exhausted.

"And I am merry because already we know those spiritual hazards which beset the way of Peace Conferences; and so we may fairly hope that, when the Blood and Iron doctrine is once more discredited, the second great experiment in Collective Security will bring new decency and dignity to human life.

"Therefore, a Merry Christmas to you, Uncle!"

* * * *

HERESY BY HEARSAY

DURING the recent school board election in Calgary one of the candidates for election enlivened the campaign considerably and secured prominent publicity throughout the press of the Province by attacking a paragraph in one of the supplementary textbooks for Grade IX by McDougall and Paterson, en-

titled, *The World Today*, published by the Ryerson Press:

"After the World War, Germany was forced to accept a humiliating peace. The army had not been crushed, but the government had collapsed. The peace treaty forced Germany to pay reparations to an impossible figure and give up territories both east and west."

One running for the office of school trustee ought to know that such matters as curricula and textbooks come within the scope of the powers of the Department of Education which in turn is under the control of the Legislature, not local school boards. So we would suggest that bringing an issue of this kind into a local school board election campaign leads to certain interpretations of the candidate's action:

1. Either he ran for an office the powers and duties of which office he did not appreciate or understand.
2. That an emanation of war hysteria and the use of "catch" phrases would strike the ear, even the votes, of that unthinking and hysterical section of the electorate who might be gullible enough to think that each school board is a sovereign body.
3. If this were really a *bona fide* criticism it would be quite fit and proper to bring it into the political arena during a provincial election campaign, but certainly it is entirely foreign material in so far as a local school board election is concerned.

* * * *

NATURALLY the Alberta Teachers' Association would be loth to allow to pass unnoticed vitriolic criticism of a book, the co-author of which is a member of long standing in the Alberta Teachers' Association. We understand from press reports from Calgary that the label pinned by one critic on the book is "pernicious Nazi propaganda". Those of us who know Mr. McDougall, our member, the co-author, read the criticism first with amazement but later with amusement.

We say our amazement was finally transformed to amusement, because those who know Mr. McDougall as a man, as a teacher, and as a whole-souled upholder and champion of the cause of democracy can hardly feel other than highly amused at hearing him by implication designated as a "pernicious Nazi propagandist". It is rather unfortunate that in times of national strife when all should be determined to win the war at all costs, that individuals should take isolated statements from a book, document, address or conversation and construe them as being "anti-ourselves".

* * * *

MR. McDougall's statement as published in *The Edmonton Journal* of Friday, November 17th, fairly well covers the situation. The particular section criticized as "pernicious Nazi propaganda", Mr. McDougall says, was taken in part from one of the books of Mr. Lloyd George. We assume, therefore, that the critic cannot avoid pinning the label "pernicious Nazi propagandist" on the coattails of the great ex-War Premier, David Lloyd George.

We quite agree with Mr. McDougall when he sets forth the view that one of the purposes of the book was to give students "a wholesome knowledge of and respect for the principles of democracy by contrasting it with other forms of government" which are constantly referred to in the press: and that "no section of the book was intended either as a defence of the Treaty of Versailles or the German Reich or anything else. It is merely a factual account, listing the events of the post-war period."

* * * *

THE *Edmonton Journal* in the Editorial of the same date, under the heading "Avoid War Hysteria" in our opinion very efficiently disposes of the charge on its merits. We are in a stronger position than *The Edmonton Journal* because we know not only the textbook and its general drift; but we also know intimately Mr. McDougall and all he stands for.

* * * *

SURELY no sensible person would suggest that the duty or aim of the plenipotentiaries at Versailles was to confer any favours on Germany. Their object presumably was—or should have been—to embody such terms in the Treaty as would guarantee that the militaristic tendencies of Germany should never be able to bring upon the world another holocaust of death and destruction. It seems to us, appreciating the attitude of the German Government and the militaristic tendencies developed through the centuries amongst the German people, that to be forced to accept any treaty obviously attempting to curb such tendencies once and for all, could not be accepted by the German people otherwise than as "humiliating". We quite agree with *The Edmonton Journal* that it certainly was humiliating for Germany to be forced to abrogate two treaties already signed with Roumania and Russia, to hand over practically the whole of her fleet and huge supplies of armaments, to give up all her colonies, as well as being forced to agree to pay reparations that reached astronomical figures. How

could all these provisions be construed as other than humiliating to a nation imbued with the spirit of "Deutschland über alles"?

The book says the German Army had not been crushed; nevertheless it had been soundly defeated and had the Armistice not been declared when it was, what informed persons could doubt that it would have been crushed, even annihilated? However, seemingly, the Armistice intervened before the German army had reached that state. To state that the German army had not been crushed is not to dispute the completeness of the victory over Germany in 1918.

* * * *

STUBBING THE STATUTE

FOllowing up our editorial in last month's issue, stressing the fact that teachers are being expected to sacrifice their interests unduly for the sake of avoiding publicity against the large units on the ground of their cost, we are publishing in this Magazine a cut which gives real point to the contentions made a month ago. It is conceded that since the commencement of the depression, things had gotten into a muddle with respect to the Statutory Minimum salary. Unquestionably, the spirit, intention and letter of the Minimum requirement was that authority could be granted to engage below the \$840 annual rate only when the contingency arose that financial necessities of the school district were such as to render it absolutely impossible for them to pay \$840 per annum. However, it was well known that for a number of years the spirit, intention and letter of the statute were more honoured in the breach than in the observance thereof. For example, there was a time when (according to sworn statement of a responsible official of the Department giving evidence in a court action) the Minister gave written instructions to his Department to the effect that unless a school board requested permission to pay below \$700 per annum, such permission was to be granted without investigation. In other words, the Minister took upon himself, so to speak, to ignore the spirit, intention and letter of the statute in this regard and, without any constitutional authority whatsoever, overrode the statute and in effect make the minimum salary an amount of his own choosing: namely, \$700 per annum or such lower rate as he might sanction, instead of \$840 per annum. What wonder then that school boards followed suit and treated the minimum salary requirements of *The School Act* as a dead letter, or that certain of them of very high assessment and able in certain cases to function on a two or three mills levy and even less, were engaging teachers wholesale at \$700 per annum or less. The worst feature is that now we have a carry-over most difficult either for the Department or the A.T.A. to deal with. On the one hand the Department endeavoured to work back by easy stages to the spirit and intention of the Minimum Salary requirements of *The School Act*, especially in cases where there had been apparent abuse; on the other hand the A.T.A. strove to work energetically through the membership individually and collectively to induce school boards to honour the statute. Much has been done by both run serious risk of "getting in wrong with the bosses"

parties; nevertheless there have been a few glaring exceptions.

* * * *

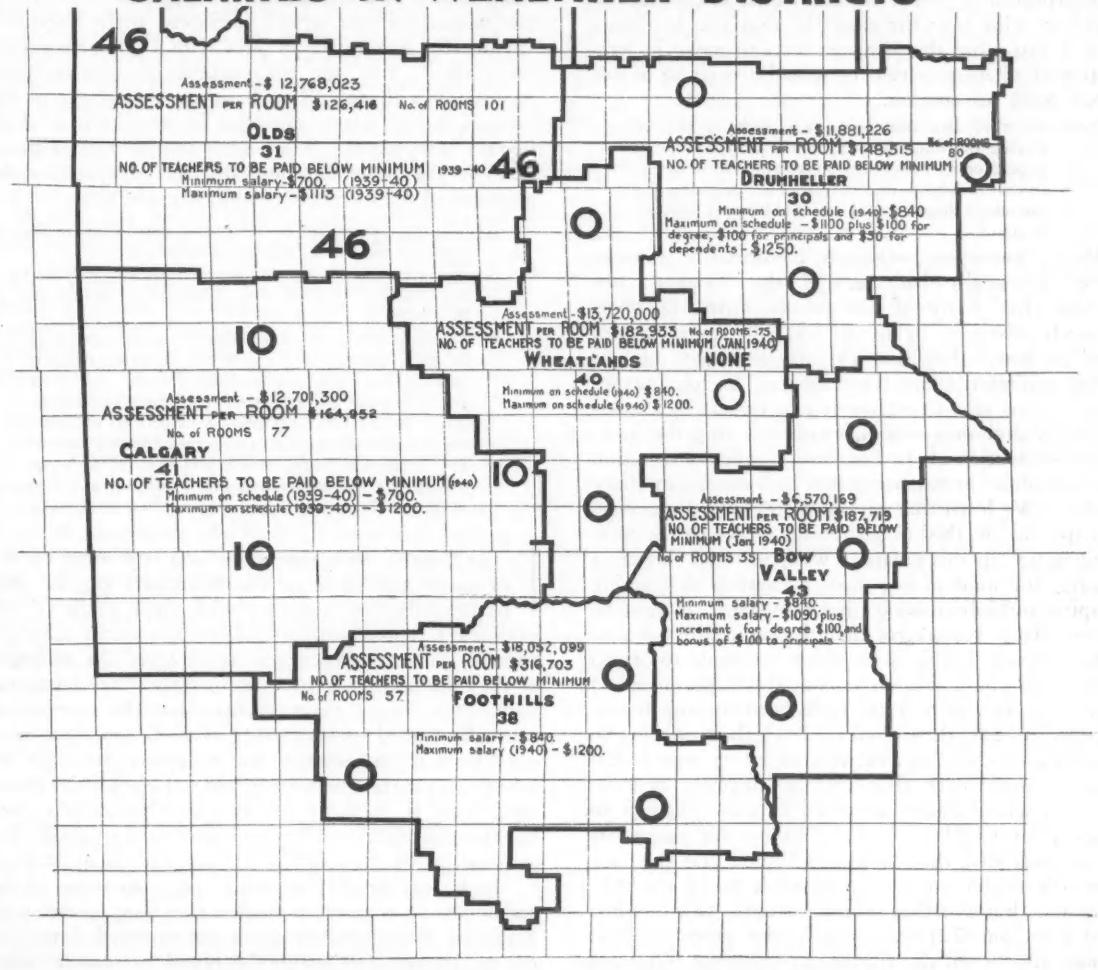
WITH the coming into effect of the school divisions it was apparent that certain divisions most able to meet the minimum salary requirement, showed just about as much respect for this particular law as was given during the time of prohibition by certain sections of the public who resented the liquor legislation: they just set out to render the law ineffective and inoperative. Not only this, but they were openly apathetic towards the principle of collec-

tive bargaining; they used the timeworn reactionary tactics outmoded for a decade. For example, they indicated that they desired to deal with their own employees directly: that is to say, they objected to any person's being appointed by their staff to do business on behalf of the group, unless a teacher employee of the board. (Sad to relate there were isolated instances where the information at our disposal points the finger of complaint at the Superintendent as being one in spirit with the board members in this regard.) Incidentally, when this attitude is shown, individual employees generally have good reason to fear that they

SALARIES IN POORER DISTRICTS

NAME OF DISTRICTS:	ATHABASCA	SMOKY LAKE	STONY PLAIN	PEMBINA
ASSESSMENT:	\$2,616,327	\$4,177,540	\$5,056,294	\$5,785,862
ASSESSMENT PER ROOM:	\$26,427	\$36,013	\$65,666	\$59,039
LOWEST SALARY PAYMENT ACCORDING TO SCHEDULE:	\$700	\$740	\$1,200	\$1,265, LESS 16% CUT, PLUS SEVERAL ALLOWANCES
MAXIMUM SALARY PAYMENT ACCORDING TO SCHEDULE:	\$1,143	\$1,300		
NO. OF ROOMS:	99	116	77	98
ACCRUED LIABILITIES WHEN DIVISIONAL BOARD TOOK CHARGE:	\$60,000	\$25,000 (APPROXIMATELY)		\$50,000 (APPROXIMATELY)

SALARIES IN WEALTHIER DISTRICTS



if they attempt to function effectively as negotiators for those who appoint them for that purpose.

* * *

LET us not be misunderstood here. The A.T.A. policy has always been to advise locals to appoint on the negotiating committees a preponderance of staff employees, particularly where the principle and practice of agency or representation in its real sense is understood by the board and its officials. However, where once this we-don't-want-to-talk-to-outsiders attitude is revealed, either by written or spoken word or by implication, that is the very place where, as a matter of self-protection, staff employees should not be pressed to accept election as negotiator or spokesman for his confreres before the school board. It is so easy for any committee spokesman to be manoeuvred into a position of "one of our employees actually talking back to the boss," or other forms of pressure exerted to render docile the "upstart" employee.

* * *

POSSIBLY the worst of the carry-overs from the Minimum Salary muddle since 1931 was as previously implied above, the disregard of the Minimum Salary statutory requirement altogether or, alternately, an interpretation of the statute which is entirely inconsistent with law: for example, that the Minimum salary is just what the Minister cares to make it, irrespective of whether or not the school district be unable to pay \$840 per annum.

(N.B.—At that date amendment was made to the Act placing the onus directly on the Minister to act, instead of its being previously required of the inspector of schools to certify after investigation that the school district could not afford to pay \$840 per annum.)

Many, too many, districts comfortably circumstanced financially had secured the "breaks" and we find that many of the school board members for such districts bring to the divisional school board on which they now sit this illegitimate idea of a \$700 minimum salary for teachers. In consequence there was this year an organized effort made by a number of the divisional school boards covering the highest assessed section of the Province, to effect a common salary schedule for teachers based on a minimum salary of \$700. We learn that certain of the board members participating in this organization object to the term "ganging-up" in this regard. Well, we used this term ourselves for want of one more accurately designating the spirit and intentions of that campaign. It must be acknowledged with regret that the campaign was successful in part; but it is no proud example to set to (rather, we would say, an unfair advantage taken of) those districts which really have been making heroic attempts to cut their (financial) cloth according to their measure. We are able, if need be, to secure declarations under oath that certain members of these divisional school boards involved in this campaign to render nugatory *The School Act* have made statements to the effect that their objection is not that they are financially unable to meet a schedule based on \$840 per annum, but that they would not agree to a schedule based even on \$701. But, surely the proof is there without any sworn declarations of witnesses. Actions

speak louder than words. In certain cases the negotiating committee of the teachers with the full approval of a vote of the staff, submitted offers to the school board, which involved practically the same expenditure on total salaries as the board had provided for. These offers, we repeat, entailed no additional cost to the school board; but if acceptable did mean that teachers in the lower brackets of the schedule would receive a little more salary at the expense of those higher up on the schedule. This self-denial on the part of the comparatively better-off teachers is a splendid example of ethics and fraternity of a high order. What a pity these particular school boards could neither appreciate nor encourage it! One must inevitably be driven to the conclusion that, unfortunately, members of these boards were more interested in beating the spirit of the minimum salary requirement or in spiking the teachers' desire to act collectively, even though such collective action tends to fulfilment of the Christian ideal, "the strong helping the weak".

* * *

IT IS with gratification, however, we are able to state, without any qualifications whatsoever, that the Alberta School Trustees' Association have an unblemished record in this regard. Immediately after the establishment of the school divisions, their Executive appointed a committee to meet with a similar committee of the A.T.A. for the purpose of arriving at an agreement with respect to basic considerations in the compilation of salary schedules for the staffs of divisional school boards. Here are a number of significant items in the document mutually agreed upon for the guidance of the members of both organizations.

- (1) The basic minimum of \$840 per annum shall be the point of departure for every teacher;
- (2) The principle of incorporating an annual increment is recognized as sound and its application should not be excepted;
- (3) The right of the Divisional Board shall be recognized to alter, amend or suspend the schedule owing to unavoidable conditions such as drought, hail, frost, etc.: provided, however, that such alteration, amendment or suspension shall be subject to collective negotiations previously having been effected between the Divisional Board and representatives duly appointed by the organization to which the members of the staff belong.

* * *

IN KEEPING with the above concord most of the divisions and some of the financially poorer ones particularly, got together with their teachers' organization representatives and worked out a schedule together. The board scorned to disregard the principle of the minimum wage provision; instead they set themselves to convince their teachers that the schedule as mutually agreed upon starting at \$840 could not possibly be met immediately and therefore, it might be subject to a certain percentage cut to be gradually pared down year by year. In consequence there was a most happy state of relationship between board and staff: the principle of the Statutory Minimum was not questioned by the board; the duly appointed representatives of the teachers were accepted as such without any question or quibbling whatsoever; nothing was rammed down the others' throats and lastly, the board of trustees were

as loyal to their own organization in this regard as the teachers were trying to be to theirs. Thus, mutual confidence and respect of a very high order prevailed. The A.T.A. welcomes these forerunners of a new order as between the two great bodies intimately involved

together with the Department in the education of our boys and girls; our dreams are becoming realities and in spite of one or two setbacks from sources least expected, we still have every justification for optimism as to the future.

PREMIER AT EDMONTON CITY CONVENTION

PREMIER WILLIAM ABERHART, Minister of Education, brought his hearers to their toes when addressing the Edmonton City Teachers' Convention, so much so that for the benefit of the whole teaching body of the Province *The A.T.A. Magazine* management was urged to print a stenographic record of that enthusiastically received pronouncement, startling almost in its frankness of advice to Alberta teachers, and in its forward outlook. Unfortunately, however, arrangements had not been made for this contingency.

The subject of the talk was *The Coming Issue in Education*. The welfare of the world or any country, he said, lies largely in the hands of the educationists. Educational institutes are created for the specific purpose of dealing with our greatest resource, the youth and the adults of the land. If the rising generation are spoiled in the making results are apt to be disastrous. In illustration of this he cited the case of Nazi Germany today which in one decade had by education developed a generation of young people following unchristian principles, following without question or thought their unscrupulous leaders in acts of brutality and wickedness. Are the educationists of today prepared to assume their rightful responsibility? He suggested that the emphasis placed on the scientific materialistic phase of education to the exclusion of the moral and spiritual values has brought upon us the present crisis. Nations have not listened to the voice of God in days gone by, and so we find fear, greed, lust, hate and strife in the world today; millions of men and women carrying gas masks groping through darkened cities as well as living in a spiritual black-out.

Our educational system is not inefficient nor are our teachers wholly indifferent. The trouble is, however, that the art of destruction is away ahead of the art of constructive living. Money can easily be found to destroy men and property and cause wholesale suffering, yet we don't seem to know how to find the money necessary to feed, clothe, shelter and educate our people in happiness and comfort. So we must face this great issue—the proper evaluation of causes. A race must perish that has grown up intellectually but not spiritually and morally. Mr. Aberhart quoted Edward Everett, "Education is a better safeguard of liberty than a standing army. If we retrench the wages of the school masters we must raise those of the recruiting agents." The best educational work cannot be done unless teachers' salaries are adequate, paid promptly; unless school buildings are properly equipped and adequately maintained with school districts able to finance themselves; and the rural children given an equal chance with those of the urban districts.

The Premier then dealt with the economic side; he touched on the world-wide economic conditions prevailing whereby improperly nourished children were forced to attend school. In fact, one sixth of British children are pitifully undernourished. The Minister went on: "There seems to be a common failure of mankind, like King Arthur and his Knights of the Round Table searching for the Holy Grail when all the time it was near at hand: we look for a God that is far off when as a matter of fact, he is nearer than hands and feet." Educationists likewise regarded the highest culture as to be found only in the classics; whereas it can be found in the simplest processes of everyday living. It should be our duty and privilege to tell both sides of every story. By the trend of our educational progress one could tell of

the economic problems retarding progress, and in telling of our great resources one must also mention the poverty and suffering in our midst. However, it is impossible to please everybody unless we decide to say nothing, do nothing and have no convictions. We can never solve the coming issue in education that way. Quoting from a newspaper clipping he read that no one was permitted to teach in geography in the time of Columbus other than those who believed that the earth was flat. Today, similarly, in social science it is expected in some quarters that teachers should urge that economic ills are the result of laziness and selfishness. Educational research has not gone far unless we have got beyond that. He sometimes wondered, he went on, how much consideration educationists of this Province have given to the conditions which may prevail as a result of the stupendous pyramiding of debt during this war; how it will affect our educational system? Yes, educational problems of today are not properly separate from the problems in other spheres of life; lack of adequate equipment and equitable salaries can be traced back to difficulty in collecting taxes and shortage of money. He wondered if those who object most strenuously to the lack of suitable equipment and the inefficiency of salary schedules have given any consideration to the inadequacy of our tax system and the insufficiency of money in the hands of the people. No group can very well separate itself from other groups and hope to get along. That it to say, teachers cannot, for example, assume a detached attitude—"It is up to others to see to the money problem; it is our job to teach, not to study tax systems, insufficiency of money, etc." Should not teachers be impressed with the fact that lack of proper nourishment, food and warm clothing seriously hinders the child's educational progress as well as lack of educational equipment? Can teachers go on and on laboring under high tension, charged with the responsibilities which are quite impossible of fulfilment, or shall they grapple with the issue? The Premier cited what might be called a parable in illustration of his point: 6,000 men and women were carrying pails of water from a well to irrigate the soil. There were holes at the bottom of each pail and they labored on hopelessly because of the waste. Some suggested the cutting down of the area to be watered; others that the workers should have larger pails to lessen the proportionate loss; others suggested the wages of the carriers should be raised to lessen their discouragement. The obvious remedy, of course, would be to plug up the holes. "An efficient economic and financial system is basically essential to a proper and efficient educational system."

Should not the teachers take an active part in meeting the coming issue in education if for no other reason than their own safety? He continued: "The welfare of any country lies largely in the hands of the educationists in a very real sense. The rising generation must be instructed regarding the truth of these matters." He agreed with Dr. Kirby in an address recently delivered: "Teachers must teach the children the principles of true democracy"; and since Christian democracy is the only hope of the world we must start with the children and teach them the truth about economics and spiritual qualities which make for a square deal for everybody. He suggested that teachers bend their energies in a solution of this great issue. "The hope of the future lies in your hands," he said, "I shall be most disappointed if you remain indifferent."

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STUDENT GUIDANCE AS TEACHING

By ALEX. B. CURRIE, Ph.D., Red Deer, Alberta

NONE respect at least, the inspiration of modern ideas in educational science has come from the conception of the learning-child as a personality rather than merely as a mind.

The whole child, not his mind alone, learns at school. He brings to the classroom with him all that inheritance and experience have made him up to that time. As he confronts us, he is a complex of factors, some of which are at the time dominant and others recessive, which arise out of a family history, a health and developmental record and a set of habits and attitudes more or less well formed. Comprising his personality, too, will be an intelligence serving an emotional nature made up of a deposit of "irrational residues," which according to time and circumstance may exercise more or less influence on his thought and action. With all this, he is a "flesh and blood" creature, pre-occupied with the insistent problems of growing-up. Moreover, he is a human being, whose personal needs entitle him to our sympathy and help.

Mainly because of the peculiar history which it has had, the high school is organized almost altogether for intellectual training. Now intellectual training is important; and no effort should be spared which would maintain at a high level the intellectual development which secondary education should provide. At the same time, there is danger that a narrow intellectualism may become sterile if it neglects the proper development of the whole personality in which the trained intellect is called upon to function. Feelings affect what the child thinks and does at a given time. Boys and girls simply refuse to act as disembodied intelligences or as ghostly intellects. They decline to be other than organic beings. It is true that the whole child learns in school; but in the narrower type of programme only the intellectual learnings are planned and directed.

Within recent years, attempts have been made to complement the intellectual programme with another designed to care for the growing-up needs of a developing personality. Such programmes have been given the generic name of guidance.

It is the thesis advanced in this paper that student guidance has become a necessary service in every high school; and that essentially guidance consists in rendering to pupils real assistance with their growing-up problems.

As it is usually worked out, a guidance programme includes the following: the periodic testing, with standarized objective test, in the main subject-matter fields in which instruction is regularly given, with the inclusion at suitable intervals of intelligence and aptitude tests; the maintenance of cumulative records, which summarize compactly and sometimes graphically the student's successive showings in the objective tests and his parallel record in school subjects, adding when necessary strictly factual notes on such matters as physical and mental health, family and cultural background, financial position of the parent, conditions available to him for study at home, vocational experiences, hobbies and unusual accomplishments, educational and vocational plans, and the like; the provision of adequate counselling to boys and girls by workers of their own sex or through homeroom teachers or through special teachers chosen because of their aptitude for, and interest in, the guidance service.

Such a programme seems to assume that the guidance service is separable from the regular instructional service and that the methods to be employed are so complicated and

technical that they require to be used by a highly trained expertise. New procedures and devices are introduced; counsellors appear not to teach but to guide; innumerable forms are filled out and the information is filed away. However well this may look on paper, it is in danger of becoming so much meaningless activity. The test results may never be interpreted by the persons needing the information; the cumulative file may gather dust; and the students may never go near the school counsellors. The effort seems to have been wasted.

This is not to argue against a testing programme, a cumulative record and an organized counselling service. No properly functioning guidance programme can be organized without them. But it does argue against separating guidance from the regular classroom work. According to the view taken here guidance and instruction are inseparable, complementary aspects of the teaching service. If this view is sound, it follows that every teacher will be a counsellor and guide to his pupils as well as an instructor and trainer to them. Nor does this view oppose the specialized guidance worker; every school will require one. Even though guidance may be essentially teaching, it does not follow that all teachers, constitutionally or by training, are able to master it. The guidance expert will be needed; but his personality will be such that he will be able to cope with the day-to-day problems arising out of the classroom experience of the school.

Three main problems arise in any consideration of a guidance programme: What aspects of guidance are to be organized or otherwise encouraged in the school? Who is to be responsible for the services? What techniques are to be employed?

Guidance is actually a unitary process; but certain aspects of it may be considered. Most obvious of all is educational guidance. The learning child requires real help with the planning of the school enterprise on which he is for the time being engaged. Of course, teachers have always interested themselves in helping children to plan their education. Within recent years, however, and especially since the introduction of the "elective" system, it has become the more necessary to the child who is trying to plan his courses wisely. Advice will be needed, but advice is not enough. Children will be assisted to make such adjustments in their courses as will enable them to do effective school work. Many children will need to be taught how and what to read; how to study; how to master a skill; how to make a study of a topic or a controversial question. Others will need information concerning schools and colleges, or of home-study courses, night schools and adult classes, where they may continue their education.

There is another set of problems that concern the child's personal well-being. Many adolescents are haunted with fears and questions which arise out of their first attempts to understand and to fit into a social life, which is complex and changing. The formation of habits, interests, friendships, life-values, standards of conduct, beliefs, attitudes, ideals, bring in their train a host of difficulties, successes and failures, disturbances and frustrations, all of which seem to be a part of growing-up. The sympathetic teacher whom adolescents can regard as their friend can do much to provide them with that blend of human encouragement and steady control which they require. Such is of the very essence of personal guidance.

Vocational guidance is a process, not an event. Usually, it is the assistance which leads to a series of decisions. To

be effective, it will be a continuous service, extended over a period of time, through the child's high school training. Prediction and preparation lie at the root of successful help; though there is a danger that adolescents and their mentors may easily become too sentimental about their occupational preferences. A more realistic view would hold that the world does not offer unlimited opportunities to every student. Indeed, it is doubtful whether there is one best job for everyone. Experience seems to point to the fact that most people can have successful and satisfying lives in a number of vocations. As a matter of fact, versatility within an occupational field may be the most desirable goal toward which children at this time should aim. Many commercial schools maintain well-developed guidance programmes, including information about jobs, discovery of special vocational abilities and aptitudes, opportunities of specialized training, placement and follow-up services.

The question of responsibility for the guidance programme raises a number of difficulties. Is the child to assume complete responsibility for solving his personal problems, getting what help he can from teachers and officers when he feels the need for it? Or, is guidance to be a procedure to which all pupils are subjected, much as they are taught to use the English language? Neither of these two extreme views seems to be satisfactory. If the need for guidance is felt by the child, there is a strong likelihood that he will be able to get it. If on the other hand, he requires guidance but does not seek it out himself, it may be necessary for some responsible person to undertake to provide him with it. The view taken here suggests that the need for guidance will arise out of the instructional and co-curricular activities of the school, that it will be a continuous service provided informally by teachers in daily association with students, and that a suitable member of the

staff will specialize in the more involved diagnostic and clinical techniques required for "problem" cases. Considered this way, guidance is a point-of-view, permeating an entire staff, rather than a self-contained programme. To the teacher, it is not an obscure pathology to be learned, not a bag of new tricks, but good sense, judgment, understanding and, above all, real help to boys and girls in the matters of growing a personality.

There are, of course, some techniques with which the professionally-minded teacher will want to be familiar. Any standard work on the subject will discuss these in detail. But in using any device it is well to remember that guidance is an individual process. Techniques are the means by which children are enabled to make their choices more intelligently. Moreover, since it deals with the intangibles of life, guidance can never be an exact science; it cannot be "executed with mathematical precision." Nevertheless, teachers will want to know how to make careful and pertinent observations, how to plan and conduct an interview with an adolescent for a specific purpose; how to administer and interpret the results of diagnostic and prognostic tests; how to secure the material for and to prepare a case history.

But techniques, devices, procedures do not make a guidance programme. Techniques are tools; and their value depends on the art with which they are employed. In this respect, too, good guidance is really good teaching.

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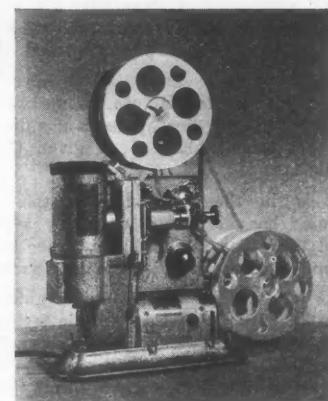
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SOME THOUGHTS ON EVALUATION

By HARRY C. CLARK, M.A., Edmonton

NOW that the question of Grade XII examinations is before us, it would be well to consider the types of papers to be set and the methods of evaluating the answer papers. For some time the writer has felt that our technique in examination procedure has fallen short of the mark, particularly with regard to the implications of the scores obtained by the various candidates. It would seem that we have limited our efforts to a ranking of students in regard to their ability to answer the question papers. While this may have some value, it throws little light on whether the school is performing the functions which we have come to regard as its business, that is, fitting the boy or girl to take his or her place in the world as an informed citizen with proper emotional responses, interests and habits such as are suitable to a democratic society.

As far as the writer knows no critical examination of high school marks has been made with the object of providing the teachers with necessary information regarding the subjects of classroom instruction or suggesting remedial measures where necessary. If, say, the marks awarded for Social Studies were submitted to critical examination by competent investigators, it might well be ascertained along what lines students were falling down and suggestions might be made to teachers for their guidance.

Then again our examination papers have largely concerned themselves with testing factual knowledge. While this is important in its way, so much goes on in the classroom that needs to be measured, that it would seem high time that we made some attempt to find out to what extent these additional functions of the classroom are being carried out. Dr. Hilda Taba, in an article on "The Functions of Evaluation" published in February, 1939, in "Childhood Education", says: "Teaching should promote such aspects of personality as interests, more desirable social attitudes, greater emotional maturity, better method and habits of working, critical thinking and so on." Can we then devise a system of examinations which may make some effort to measure these important changes which presumably take place in the classroom? For too long we have thought that social attitudes, interests and emotional adjustment were merely by-products of the real business of education which either were not measurable or were so vague as to be unworthy of analysis and measurement.

Lest we feel too keenly that we have been remiss in this regard, let me hasten to add that educational thinking along this line is relatively new. In September, 1936, Dr. Ralph W. Tyler wrote an article for the Education Research Bulletin entitled "Needed Research in the Field of Tests and Examinations." In speaking of the purposes which educational testing ought to serve, Dr. Tyler says, "The more important purposes of educational testing are: to furnish information which will help to direct the efforts of the pupil himself and of the teacher; to provide a basis for the parents' intelligent co-operation with the school and other educational forces; to give the patrons of the school a continuous audit of its work so that the community may have an intelligent basis for determining the degree to which it will support the school; and to provide the careful testing in the experimental development of more effective materials and instructional procedures."

Dr. Hilda Taba in the article quoted above lists the following functions of evaluation:

1. To help provide more intelligent guidance of teaching and of learning.
2. To develop more effective curricula and educative experiences.
3. To secure more intelligent and effective co-operation with parents and community.

4. To provide an adequate and objective basis for reporting progress."

Since we are primarily concerned here with final examinations at the end of a student's public and high school life, it may be well to remind ourselves that this final test is only one out of many. Testing must be a continuous process during the student's whole school life and thus form a case history of each individual child. Without this continuous observation of the child as to his multifold development, the final result of his Grade XII examination will mean little.

What shall we test for? This question seems to suggest that we go back and re-define our aims and objectives in regard to the various subjects of study. Is Algebra placed on the curriculum to promote rugged individualism in our students, and is dramatics introduced into the course of studies as a means of promoting an attitude of effective co-operation?

Is it enough to ask a child to translate into idiomatic English a couple of passages from a French novel which he has studied intensively to find out whether he has the ability to comprehend simple French? Fortunately there has been a trend away from this outmoded procedure in the last few years.

Dr. Tyler suggests in the work quoted above the importance of the formulation and definition of educational objectives. "It (the proposed investigation) would list the types of human behavior which need to be developed by young people to contribute to society's development and to the individual's happiness and well-being. The present studies of objectives generally deal with a specific course, a particular subject or a given vocation. Few attempts are made to formulate a comprehensive list of objectives for the entire school. Still fewer attempts have been made to define these objectives as types of behavior which might serve as criteria for comprehensive tests and examinations. Research is greatly needed here."

Dr. Taba in the above-mentioned article asks, "What shall we evaluate?" The following items are chosen from a longer list as being relevant to our present enquiry.

1. Functional Information:

Dr. Taba warns teachers not to assume that the possession of information is the ability to use it. One can imagine the surprise on the face of the best mark-getter in the course on heat when she finds the sealer cracks shortly after she has filled it with boiling water.

And it would appear that the school has failed in its functions if after a discussion on technological unemployment, the students still believe that the question of unemployment would be solved if people were not lazy and if they really looked around for a job. Or if on receiving the franchise, these same students are content to let this state of affairs continue.

It is evident that we must so devise our examinations as to find out whether the knowledge of facts and principles are contributing to the life of the student, whether his emotional responses have been conditioned by a really functional knowledge of what he has learned.

2. Critical Thinking:

- (1) The ability to draw reasonable inferences from facts.
- (2) The ability to apply known facts and generalisations to new situations and problems.
- (3) The ability to evaluate critically the arguments, ideas and conclusions set forth by other people.

To come to grips with our problem, what can be suggested as improvements to our traditional examination pro-

cedure? (In so far as efforts have been made along these lines, we are that far on the road to improvement.)

The following suggestions are made for what they are worth:

1. The new examination should make use of short questions which would test the ability of the student to apply a principle, a generalization or a formula to a new situation.
2. Functional thinking could be tested more than at present, particularly in the fields of mathematics, science and social studies.
3. The human equation in science might be given more prominence. Also the value of scientific discoveries to society and the application of new modern methods of production might be stressed. The results to medicine, industry, agriculture, etc., and the general effect on our dependence on or our independence of other countries might be ascertained. What influence towards war or peace have these new discoveries?
4. The Grade XII examinations should test for an understanding of the dynamic relationship and principles which have been learned in Grades X and XI.
5. The examination marks both in whole or in part should be critically studied by competent students. From this study suggestions should be made to teachers leading to different class-room technique or the attainment of additional objectives, where the evidence suggests that this is desirable.

We may as well face the fact that any radical change in examination procedure at the Grade XII level is going to be attended with the danger of a slaughter of the innocents. This in all probability cannot be avoided. Some time will be necessary for our teachers to make the necessary adjustments in class-room technique to meet the new procedure in examinations. But once the new technique is mastered it will be available to students throughout the other high-school grades. Old methods will tend to linger and the A.T.A. and other agencies will have to be prepared to lead the way to a mastery of the new technique.

It may be that some of our more progressive teachers could suggest questions for examination papers which would make possible the evaluation of some of the results of class-room procedure other than that of the mastery of factual knowledge.

C. E. BRANDOW RETIRES

MR. C. E. BRANDOW was born in 1874, in Walkingham, Ontario, the youngest son of a large family. He attended Fort Rowan High School on Lake Erie for secondary work, and took a Model School training course at Simcoe, the county town of Norfolk.



Then the teaching days began. Three years were given to a school near home, but salaries were so low in the teaching profession, that Mr. Brandow drifted into other lines for a year and a half. During this period he became a volunteer in the militia and was sent for a short course to Stanley Barracks in Toronto.

Normal school training started in 1897, and the next school taken was at Courtland, Ontario, where Mr. Brandow, as principal, had considerable high school work to

teach. After this work for three years, he took a large one-room school near Hamilton.

In 1905 Mr. Brandow was married to Emma B. Lord, of Woodstock, Ontario. This was followed by a desire to "Go West" where better salaries were offered teachers. The first school taken in Alberta was at Canmore, and was conducted in the Anglican Church. Two years were spent in this school under the shadow of The Three Sisters Mountain. In Canmore twins were born to Mr. and Mrs. Brandow and the people of the district took the liberty of naming the infants, and presenting them with silver cups on which were engraved the names chosen without consulting the parents. The residents had so taken this couple to their hearts that they felt a first interest in the children.

Then came the move to Lethbridge. Mr. Barrow spent two years at Central School under Mr. W. A. Hamilton as principal, after which he was appointed principal of Westminster and held that position for a year and a half. Fleetwood School was the next scene of his activity, where he was principal for twenty-eight years.

Teaching hasn't taken up all of Mr. Brandow's time. A great many of his leisure hours were spent playing baseball with the students and directing their activity in this direction. Field sports were entered into with great enthusiasm.

Nine years' perfect attendance is a record held by Mr. Brandow as a member of Wesley Church Choir. He was also one of the guarantors when the new church was built from which duty he has not been released as yet. Other work of the Church always received a willing, helping hand from him. He led the Senior Chorus for several years.

From the beginning of his teaching years in Lethbridge, Mr. Brandow has been very active in the A.T.A. He is a past President of the Local, and has held other executive positions. He has been a right-hand man at all conventions for many years past. He was sent as representative from this Local once to Calgary and once to Edmonton. He has also had the honor of presiding at A.T.A. convention banquets in the days when there would be about twenty-five teachers present. And so we owe a great deal to Mr. Brandow, who has done some of the pioneering and helped to put our A.T.A. where it is today.

Both Mr. and Mrs. Brandow are enjoying splendid health and it is the wish of all their friends and co-workers that they continue to do so for a good many years to come.

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SELF TESTS » »

By WALTER KING, Redcliff, Alberta

TWO PUBLIC school inspectors appeared at the door of our high school room. They happened to be in town and so they came our way just to give us the friendly nod. What they saw was perhaps one of the most unorthodox classrooms in the inspectorate. Windows were curtained with marquisette, seats were installed around the sides of the room, a centre table with cover and flowers complete supplanted the traditional teacher's desk, armchairs were very much in evidence, and blackboards served chiefly as a picture gallery.

"We're trying to get away from school, so we can practice living," we explained.

"Well, does it work?" came the question. "There's the test."

"It works."

"Then it's alright."

Students do not react normally in a formal classroom. They admit it. They do not speak normally. There is an eeriness about the place which sometimes reduces speech to a mere whisper, and there is that atmosphere of disciplinary tension which prevents many a pupil from speaking at all. In no other place but a school will you find school behaviour. So it is simply training for nothing. Start a discussion period in the regular classroom with a view to stepping up the pupils' conversational powers. Many of the pupils won't respond at all. It is school. Besides, they "don't know what to talk about". But at home, one hour later, mother wonders why chatter topics never become exhausted.

Education is something more than a preparation for living; it IS living. Teachers are creators of significant life, moulders of successful personalities. All will be futile if our students go out into the world only to make a mess of life. And the mere teaching of facts will never prevent the mess.

As teachers, let us test ourselves. Can we help this boy to control his temper, or show that girl how to find joy in common things? Do we urge them chiefly to play the game for the game's sake? Do we point out the significance of making friends and holding them? Do we teach pupils how to work alone effectively, while emphasizing the importance of whole-hearted co-operation when it is most needed? Are we helping them to see the parts of a problem, to unify those parts, and then to come to a reasonable conclusion? Are we?

This matter of self testing as it applies to the student has tremendous possibilities. In our school we have been extending the idea introduced in the New High School English texts to other subjects and both teachers and pupils have been agreeably surprised at the results. While some of the points reviewed here might be wholly inapplicable or inadequate if tried in the lower grades of the school system, it is quite possible there may be a little meat on the bones for the intermediate and high school teachers to pick at.

While "to live" is the objective de luxe, quite obviously successful living involves courage, hard work, and the mastery of many difficult, and often unpleasant assignments. Very often one of the most difficult tasks for a student is the mastery of subject matter and the memorizing of factual material. The subject matter may or may not be of any future value. The important thing for the time being is that it must be mastered. But students run into a host of difficulties. Some just do not know how to study effectively. Some cannot read and inwardly digest the printed page. Others cannot concentrate. Many — far too many — can't organize. Still others can't spot essentials. More

than a few can't "make it stick," and the odd one isn't even remotely interested in becoming a human Gestetner.

How do we retain essentials? Briefly, by repeated reviews, by self tests, and by immediate use of the material. The self test is the important factor. It gives the answer to the question, "Do I really know this material?" or "Have my reviews been adequate?"

Recently our pupils have been setting and marking their own tests—tests which are used as the basis of promotion. Each student hands in a question paper on an assigned quantity of material. In making up the paper the student is advised (1) to pick out essentials; (2) to cover the whole of the assigned portion of the course; (3) and this is the important point — to try the test himself, to check carefully from the text, and to repeat until the self shows the material is really mastered. When all question papers are in, the teacher makes up a well balanced test from the questions submitted. After the examination, each student MARKS HIS OWN paper. In this way he sees exactly where his preparation has been faulty. Occasionally, the teacher and class discuss one set of answers together until a basis for marking has been reached. More often, the teacher checks the individual gradings.

Observations: Question papers indicate many students fail on account of inability to recognize and learn essentials; on the other hand, the grading by students themselves is exceptionally well done, rarely are the marks more than five per cent out, and when out at all, nearly always too low.

Results: When searching for test questions students are surprised at the amount of valuable material they have missed. Each pupil aims to find some worth-while questions which the others might have overlooked. Each student is thoroughly prepared on his own self-set test, for a check is made as to the standard of his answer to the question selected from his own paper. Ironically enough, self-made deductions for errors in spelling are heavy. Proving what?

Here are some interesting sidelights. Helen asked for four ways in which we could improve our handwriting. "Why not six?" she was asked. "Oh, I knew six myself," she explained, "but I didn't think any of the others would. They're not used to getting everything." The next question on Helen's paper sent the class wide-eyed with an error in spelling. When questioned about it, she admitted she was "in a hurry," and added, "I never realized before how much trouble it was for a teacher to set a hard examination." Turning to Orpha's paper in English we found this: "In what six ways can we make minutes count?" Ten marks were allotted. When asked how she intended to value the question if only five of the points were given she replied, "Five points indeed! The question was so easy, they couldn't miss getting all six. It was just a case of six points or nothing." And then Kathleen came out with an illuminating answer to the question, "Why did you choose question four on your paper?" Her reply was, "When I got down to the hard work of really testing myself, that was one question I couldn't answer. Somehow I had completely overlooked it. So I put it down to stick the rest." It didn't. Then Winnifred came along asking for two statements to a question where she might just as well have asked for six. "Oh, were there six?" she gasped. This student completely digests all she swallows, but she can't bite enough. The self tests have shown her the weakness.

By the method of preliminary self examination students became well aware of the fact that they are not ready for a general test. And usually, they do something about it. One boy admitted his self tests had shown that it would be necessary for him to go back over the junior course before he could handle the senior work to his satisfaction. "If I take the general test with the rest of the class," he volunteered, "I'll go down." He did. But the lad had found himself.

Perhaps it should be made clear at this point that these written tests by no means constitute the sole criteria for grading pupils in any one subject. A certain amount of essential factual material has to be covered and mastered and the written tests of course, merely provide the index of accomplishment in this phase of the work. Credit is also given, however, for everyday work and general performance such as thoroughness with which assignments are completed, contribution to class discussions in English, oral work in modern languages, experimental results in science, and so on.

Handwriting tests are held monthly even in the high school grades, and students, working in small groups of three or four, mark the papers themselves. Size, slope and formation of letters, as well as general neatness and spacing are all taken into consideration.

But take any subject you like, confront the pupil with his own work, and ask him the pertinent question, "Now really, what do YOU think about it?" Nine times out of ten he thinks he could have done much better.

In class discussions we aim to subordinate the teacher's personality as much as possible. The teacher sits in with the group, guiding, correcting, suggesting, but chiefly, listening.

After all, why should we, as teachers, do all the grading? The Department of Education in Alberta has seen fit to pass the responsibility of student promotions on to the teachers because it is felt the teachers are in a better position to do it than would be a group of examiners at Edmonton. Why? Because the old type examination tested only a pupil's ability to retain facts or his special ability to "cram". It couldn't possibly test many far more important things such as motive at all. But neither can a teacher without the aid of the pupils' own rating. Do you think students will over-rate? There is one answer to that. TRY THEM. In any case, what the pupil thinks may be carefully weighed with the teacher's estimation.

A boy spends three hours at a project and it doesn't conform to the teacher's standard at all. Another boy puts in half an hour, or perhaps gets some outside assistance and "hits" it. Who gets the H? Who deserves it? Ask the two boys to value their own work. The first honestly says he thinks he should have 80. Ask him why, and he will probably tell you he did his best, it is a lot better than he ever did before, he can't see a great deal wrong with it, or that he spent a long time trying to do something that would please. The second boy is more likely to call 70 for his work. Again why? Then the truth comes out. "I wanted to see those Bronks lick the Eskimos."

What we mistake for dullness is very often lack of interest or misdirected effort. Many "dull" lads of yesterday are now giving orders to former honors students. The important thing is to see that all students are working to full capacity and turning out results in reasonable proportion to ability. And there you have one great advantage of self grading. The student knows full well what the effort cost him; the teacher does not.

When reports on the pupil's progress go out to parents we make it crystal clear that it is the effort involved and the improvements shown that form the chief basis of the pupil's grading. No comparisons are given; no rankings. The pupil is simply out to beat himself, not Mrs. Tomlinson's girl who has, perhaps, a far happier heritage in more ways than one. Before the reports go home we aim to spend at least fifteen minutes with each pupil endeavouring to find out the real cause of failure, discussing ways and means of bringing about improvement, or giving some encouragement for still greater achievement. In this connection, last month Cyril wanted to know how he could learn to become more of a leader and how he should best go about the task of thinking things out for himself without placing so much

reliance on elders. Eileen knew she was in great danger of being constantly misinterpreted through an almost insuperable reticence which she is out to overcome. Florence admitted she was "getting something" from the school, but "didn't know just what it was." Kate cheerfully volunteered the information that she wasn't trying to do her work, for procrastination had always been a weakness, and then added with a sly grin, "Can the school help me over that?" If the school couldn't, of course, the school would fail, not Kate.

School marks, intelligence tests, A's, B's, C's or D's can never be the true guide as to what may be expected in the way of either future success or ultimate happiness. Why? Because they are not tests of motives and soul. The greatest problems of life, marriage, parenthood, the maintenance of peace, harmony, order, and good-fellowship, are never solved by intellect alone. A mad paperhanger can plunge the world into chaos. Too long have we emphasized intellect to the neglect of soul. Now we are fighting to preserve our soul's honour.

Here is a big-hearted fellow trying to get to be a doctor. He has passable ability, but he doesn't learn fast. And he fails a paper or two. In the same class is a boy mentally brilliant but lacking any one fine impulse of heart. He is going to be a doctor too—and it will bring him more money than anything else he knows of within his reach. He passes and goes on. Which of these two SHOULD have been the doctor? Wouldn't you rather graduate a boy whose motive is good and whose intellect is only fair than let by the fellow with the great intellect and the questionable motive? When there is no soul-inspired motive back of knowledge or ability you have a Europe as we know it today. So when you test, teachers, be sure you know what it is that you are testing.

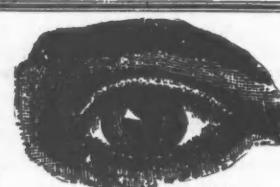
And now, many of the procedures mentioned here are obviously still in the experimental stage, they need the rough edges pared away, some might possibly be better if relegated forever to the dust-bin, others may prove to be well worth retaining. But taking them by and large, for us, "they work."

* * * *

Editor's Note: The November issue of the magazine contained a letter from Mr. Walter King, in which he suggests a "New Ideas" section for the magazine. The above article is Mr. King's fine contribution to this section.

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The A.T.A. Magazine

THE PRESIDENT'S LETTER

« » » »

GETTING THE MOST FROM THE ASSOCIATION

Let every teacher see that a sub-local is established in his vicinity. Sub-locals are the foundation upon which our Association rests and no teacher can reap maximum benefit from the A.T.A. unless he is an active member of a local group. The likelihood of a small membership need be no deterrent to organization since effective sub-locals are carrying on with a membership of five or six.

When functioning properly, the sub-local fulfills a four-fold need.

Economic—The sub-local is the body whose responsibility it is to crystallize individual teacher opinion concerning economic action. In order that individuals may have the sense of security that comes from collective action it is necessary that frequent opportunities be provided for association with other members of the group. Such opportunities the sub-local provides.

Professional—Teachers, to be true educationists must keep abreast of current pedagogical thought. Before one can be effective in the application of a new educational methodology he needs to grasp the underlying philosophy. Every sub-local meeting should provide for directed professional study. Books which will help the leaders of such study groups in the planning of a programme may be obtained from the Association Library at Edmonton.

Cultural—We must avoid "talking shop" to the exclusion of other interests. This is a rapidly changing period wherein teachers can ill afford to be uninformed. The present war, modern trends in ideologies, co-operative and consumer movements, current literature and art, all provide topics from which spirited discussion will spring if a group will but arrange to have some member prepare himself to lead the discussion. The sub-local gives the teacher a sanctuary where he can freely interchange ideas.

Social and Fraternal—Lastly, man is a gregarious creature needing the assurance and comfort that comes from association with others who have common interests. Sub-local meetings should not overlook the value that comes from teas, cards, dances and other forms of social activity.

WHAT OF SALARIES?

In a number of instances negotiating committees are preparing to meet school boards with requests for revision of existing salary schedules. Some boards will attempt to use the present war situation as an excuse for not doing what in justice they would be compelled to do under normal circumstances.

Might it be suggested that any board that resorts to such tactics should be prepared to show in just what ways the war, to date, has influenced tax collections for the worse. It may be urged that as the war continues—next year or the year after—tax collections will become more difficult. If and when such a situation arises it will have to be met. Certainly it is not a problem at present. On the contrary, business turnover is greater than at any time in the last six years while prices are on the rise in spite of protestations to the contrary. Furthermore, teachers generally, must recognize the fact that if they are weak at present in demanding an income in line with rising living costs that they will be in no position to withstand the drive for reduction of salaries that will come once the war is over and retrenchment has set in.

The increased costs of living give the teacher negotiating committees an argument for increased salaries that school board representatives will have difficulty in refuting. Neither can persons seeking to maintain an income comparable to increased expenditure be accused of wartime profiteering.

All power to the negotiating committees. Their task is difficult and thankless. But if by their efforts they can prevent the best of our profession from drifting into other occupations, their work will not have been in vain.

* * *

Before another issue of *The A.T.A. Magazine* reaches you Christmas will have come and gone and we shall have embarked on another year. May 1940 bring Peace and Good Will to this troubled world and may every one of you find therein, happiness and success! Let us say with Tiny Tim, "God bless us every one!"

Fraternally yours,

RAYMOND E. SHAUL, President.

PENSIONS BOARD REGULATIONS - - -

Approved by the Lieutenant-Governor-in-Council

PURSUANT to the powers vested in it by Section 8 of the Act, the Board of Administrators appointed pursuant to the said Act, hereby makes the following by-laws:

1. In these by-laws:

- (a) "The Act" means *The Teachers' Retirement Fund Act*, Chapter 21 of the Statutes of Alberta, 1939.
- (b) "Board", "Teacher" and "Fund" means respectively, the Board of Administrators; Teacher and Fund, as defined in the Act.
- (c) "Service year" means the period of twelve months beginning on the first day of July in any year.
- (d) "Standard year of service" means service for the full period of ten months in a calendar year.

2. Every teacher who hereafter becomes a contributor to the fund, shall, on or before December 1st, furnish the Board a statement of service in the form prescribed by the Board, together with proof of age in one of the following ways:

- (a) by a certified copy of birth certificate; or
- (b) by a certified copy of baptismal certificate, if date of birth is given thereon; or
- (c) by a statutory declaration of father, mother, elder brother or elder sister, in form and material satisfactory to the Board; or
- (d) in case proof cannot be furnished in the manner set out in paragraphs (a), (b) and (c), by any other evidence acceptable to the Board.

3. The amount of the pension to which any person shall be entitled under these by-laws until December 31st, 1943, exclusive of the amount payable pursuant to Section 9 of the Act, shall not exceed the sum of Twelve Dollars and Fifty Cents (\$12.50) per month.

4. A pension may be granted to a teacher in the following cases:

- A. In case a teacher retires from service on or after the 1st day of December, 1939, after having reached the age of sixty-five years, and after having served as



This December save yourself time and trouble in dealing with your many Christmas problems.

On this and other pages of this issue you will find many good suggestions in the advertisements. READ THEM CAREFULLY.

GIFT AND PERSONAL SHOPPING

You Will Seldom See a More Complete Range of Gift Merchandise than there is this year at

Reed's Gift Shop

You can use our Gift Lay-Away Plan to ensure an early selection. If out of town write early for particulars.

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Edmonton



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ICE CREAM

A Perfect Dessert
FOR THE

CHRISTMAS FEAST CRYSTAL DAIRY LTD.

"Ice Cream That Really Tastes Better"

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Complete with Envelopes
FOLDER STYLE

And your name stamped in Gold
15 for \$1.00

A genuine leather Billfold with name stamped in gold \$1.00

The Willson Stationery Co., Ltd.
Edmonton, Alberta

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All School Musical Requirements
Victor Records, Rhythm Band Instruments and Music

FISHER'S MUSIC SUPPLY

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AMUSEMENT,
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Rates from \$1.00
EXCELLENT CAFE SERVICE

a teacher in Alberta for not less than twenty standard years of service.

Every teacher, who discontinues teaching on or after the 1st day of December, 1939, having reached the full age of sixty years and who after his retirement contributes to the fund annually until he reaches the full age of sixty-five years, three per centum per annum of the amount of salary provided for under his last teaching contract, shall be deemed to have served a standard year of service for each year during which such contributions have been made. Any pension granted pursuant to this paragraph shall continue during the lifetime of the teacher.

B. In case the teacher discontinues teaching at any time on or after the 1st day of December, 1939, by reason of incapacity caused by ill health, which disables him from following the vocation of a teacher or any other gainful occupation, provided that at the time of his discontinuance of teaching he has served as a teacher in the schools of Alberta for at least fifteen standard years of service. Any pension granted under the provisions of this paragraph shall continue for such period of time as the teacher is, in the opinion of the Board, unable to follow the vocation of a teacher or any other gainful occupation by reason of disability caused by ill health.

Any teacher applying for or in receipt of such a pension shall, when required by the Board, submit himself for examination to a duly qualified medical practitioner nominated by the Board and no application for such a pension shall be considered by the Board after the expiration of two years from the termination of the teacher's service under his last employment contract.

5. Pension payments shall begin at the end of the month following the month during which application for pension is approved by the Board, provided, however, the Board may direct that the pension payments commence at an earlier date, but not earlier than three months before approval of the application.

6. In computing standard years of service for the purpose of Section 4 hereof, the following shall apply:

(a) A standard year of service given by a teacher after June 30th, 1939, shall count as a full year of service.

(b) Service given by a teacher after June 30th, 1939, in any school year for a shorter time than would constitute a standard year of service, shall be counted as a fraction of a year of service, the fraction being calculated by proportioning the completed months of actual service to the months that would constitute a standard year of service in the particular case; provided that if the teacher shall contribute for such service year on the basis of what his contributions would be for a standard year of service, the service shall count as a full year of service, but the privilege of contributing for a standard year of service when only a partial year is actually served, will not subsequently be available to the teacher until after he shall again have served for a full standard year of service.

* * *

7. In computing the period of employment of any teacher applying for a pension, any time spent in His Majesty's forces in active service in defence of the Empire, including service as a nurse or nursing sister, shall count as service, provided that such teacher was teaching in the public schools of the Province immediately prior to enlistment and resumes teaching within one year from date of discharge.

N.B.—No regulations (with which the Board of Administrators anticipates dealing) have yet been formulated respecting:

(a) Graduated pensions (after December, 1943), according to length of experience, amounts contributed, retirement at other age than 65 years, etc.

(b) Credits (if any) for service elsewhere in Canada, or in other parts of the British Empire.

(c) Refund (if any) of contributions in whole or in part to those leaving teaching before reaching retirement age.

As stated in *The A.T.A. Magazine* for September, 1939, such problems as the above can not be decided hastily. It may take one, two or even more years to round-off a complete set of by-laws the provisions of which must entail very serious consideration by the Board of Administrators before arriving at a degree of finality sufficient to warrant their submission to the Lieutenant-Governor-in-Council for approval. For example, the following must be thoroughly secured and digested by the Board:

(1) Actuarial position of the fund after a period of operation—prospects of earning from investments, accumulations.

(2) Thorough survey of the teaching body of Alberta—age, years of service in Alberta and elsewhere, prospects of length of life of pensioners, etc., etc.

(3) The reactions of teachers and the recommendations of the A.T.A. as expressed by Annual General Meeting or Provincial Executive in the light of (1) and (2) above.

(4) The attitude of the Government who, according to the Act, are interested to the extent of contributing 50 per cent of every pension payment.

JOHN W. BARNETT,

Secretary-Treasurer,
Board of Administrators.

* * * * *
N.B. RE CERTIFICATES OF PROOF OF AGE

Certificates of Birth, Baptism or other evidence submitted along with Form RF 1 as proof of age will be returned as soon as possible to the teacher concerned.

ATTENTION CAMROSE SCHOOL GRADUATES

Owing to lack of response to our notice in the November issue of *The A.T.A. Magazine* the Executive of the Alumni Association have decided it will be impossible to hold a reunion this year.

MRS. J. E. STUART, Secretary.
Camrose Normal Alumni Association.

EDMONTON NORMAL ALUMNI ASSOCIATION

Christmas Dance

THURSDAY, DECEMBER 28, 1939

in the

Provincial Normal School, Edmonton
Stan Inglis and His Macdonald Hotel
Orchestra

Time 9-12

Price: \$1.00 per couple

EATON'S IN ALBERTA

You will find EATON'S in Alberta a good place to do your shopping—complete selections at all times. When buying EATON Branded Lines you are assured of the best value procurable at the price. This merchandise may be purchased in all EATON and TECO Stores.

You Can't Beat Eatonia for Reliability and Value

BRANDED LINE HOSE

EATONIA—2 and 3 thread sheer chiffon, 5 thread service chiffon and 10 thread heavy service weight.

BRAEMORE—2, 3 and 4 thread chiffon, 7 thread service sheer with specially constructed stretchy silk tops, 8 thread service weight with lisle tops.

EATON'S THRIFT—3 and 4 thread chiffon and 6 thread service sheer

In each line the silk is first quality . . . the stockings are all full fashioned. Seasonable shades at all times and a size range from 8½ to 11.

EATONIA VALUE, PAIR \$1.09

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Our steady repeat business proves conclusively that men appreciate EATONIA suits—we know and you know that a man comes back a second and third time for clothes only when he is completely satisfied. Low price, authoritative styling and fine quality materials account for this.

Single and double breasted models of wool worsteds . . . semi drape and conservative stylings. Sizes 36 to 44. Two pairs of trousers.

Eatonia Value, 4-Piece Suit \$25.00

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RENNOWN socks are knit of rayon and lisle, wool and cotton or rayon and wool. There's always a good array of fancy patterns in stock. Sizes 10 to 12.

EATON'S RENOWN VALUE PAIR 50c

EATONIA socks knit of all wool, wool with rayon or wool patterned with lisle. All are comfortable, long wearing textures patterned to please men of good taste. Sizes 10 to 12.

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Shop at EATON'S Branch in Red Deer

TECO STORES at

Lethbridge and Medicine Hat

WE STAND ON GUARD, O CANADA

C.T.F. Bulletin No. 3, addressed to every teacher in Canada

HAVE you ever fully realized the enormous amount of Governmental legislation and activity which is devoted to the purpose of achieving and maintaining Canadian unity?

We have 96 Senators and 245 elected M.P.'s to maintain political unity.

To achieve the geographical unity of our Dominion, we have built 43,000 miles of railroad with a capital liability of 4½ billion dollars, also a transcontinental highway and air service; all sponsored by Departments at Ottawa.

To build up a balanced national economy and ensure the healthy industrial development of our country we have imposed customs duties ranging in post-war years from \$187,000,000 (1929) to \$66,000,000 (1934); every man, woman and child in the Dominion contributing according to their "effective consumer-demand" to the industrialization of the St. Lawrence Basin.

To safeguard agricultural interests we have Grain Commission and Railway Commission, with grain prices and freight rates operative from Lake Superior to far-off Pouce Coupé.

We have a common Criminal Code, a national Defence organization, a Dominion Bank Act and Currency regulation, a C.B.C. and a national Post Office.

Not to be too tedious about it, we have a national society laboriously and intimately regulated with respect to industry, commerce and property. Uniformity is its keynote. Members of Parliament from the Yukon, Weyburn and Montreal alike receive \$4,000 a year indemnity. The wage schedules of the railways are operative from Atlantic to Pacific. Soldiers' pay is the same in Military District 13 as in Military District 1.

Cinderella:

Of all the indispensable community services, Education remains in a state of chaos. "Anything goes." Here is a school in a poor district, barely staggering along. "Staggering?—let it stagger." Here is a province in which the Government embarks valiantly upon a modern administrative plan which pools the resources of a hundred school areas to provide good educational service in all of them. Irresponsible broadcasts, political knavery and taxpayers' strikes yap about its heels.

Here is a province of modest agricultural holdings, with little industrial life. The annual per-pupil expenditure on Education is \$30.20. (To match that elsewhere you go to the Negro States.) Here is a province blessed and pampered and built up by the national tariff policies until it is one of the show-places of the Empire. Its annual per-pupil expenditure is \$71.23. The pupils in both cases are Canadian children.

But here are the figures for all Canadian Provinces:

Per-Pupil Educational Expenditures, 1936:

	P.E.I.	\$30.20	Manitoba	50.63
Nova Scotia	36.11	Saskatchewan	34.04	
New Brunswick	30.10	Alberta	55.99	
Quebec	42.19	British Columbia	73.17	
Ontario	71.23			

The table means just what it says. If young Johnnie Canuck is raised in New Brunswick, he gets three slices of opportunity pie; in Ontario he gets seven; in Manitoba he gets five; and so, capriciously enough, across the Dominion. And this highly discriminative treatment goes on all through his school days.

The Reason:

We know that in Canada each province is separately responsible for provision and maintenance of its educa-

tional service. (We know also that because of religious considerations deeply rooted in the past, it would be extremely difficult, not to say impossible, to make Education a function of the Dominion government.)

Well then, to what extent is the above Table of Per-pupil Expenditures an accurate reflection of the wealth or poverty of the different provinces? Can we compare the Tax-paying Ability of the different provinces?

In the U.S.A. the plight of Education in the more backward States has for some years been a matter of research, and Professor P. R. Mort, of Teachers' College, Columbia University, has been a leading exponent of the view that the resources of the nation must be tapped for the support of education in those states which are comparatively poor.

But it is not enough to have an opinion that this State is wealthy and that State is poor. If Tax-paying Ability exists in this State and that, it can be measured in such a way as to compare the two States with some accuracy. We quote now from the C.T.F. Report on Salaries:

"In an attempt to get on a basis of scientific measurement, Professor Mort** has evolved a plan for reducing the taxable capacity of every State in the U.S.A. to a decimal fraction of the taxpaying ability of the entire Union, and, complementary to it, a plan for similarly reducing the educational need of each State to decimal terms. The logical procedure based upon these two plans may be illustrated thus: If Idaho has .057 of the taxable capacity of the U.S.A., and .073 of the educational need, then Idaho should receive as Federal Aid towards the provision of a "foundation programme" a sum equal to .016 of the total Federal Aid for a given year (where x is the sum of the tax-paying-ability-deficiencies of all the poorer states).

"Professor Mort's 'Method of Computing Ability Index' is a delicately constructed statistical device whose mathematics must be accepted in faith by most students, including the present writer; and it is not to be assumed as an efficient working device for use in Canada, without being measured against certain criteria of the kind employed by its author. Nevertheless, Canada is part of the same continent, with a very similar social and economic pattern of life, with great commercial centres and a vast agricultural inland. The Mort formula is not likely to produce accurate measures of tax-paying ability in the U.S.A. and utterly inaccurate measures in Canada."

It has not been possible (within the limits of information available through the Dominion Bureau of Statistics) to follow exactly the details of Professor Mort's method; but a very laborious and conscientious job has been done with the available data.

The full tabulation is too complex for the general reader, but if you study the few lines of figures below you will know a good deal more about the problem of raising money for education in Canada.

Canada	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
Population	.0084	.0488	.0396	.2808	.334	.0645	.0845	.0700	.0676
Taxpaying Ability	.0047	.0295	.0256	.222	.453	.0646	.049	.0605	.0902
Education Revenue	.0044	.0352	.0261	.1970	.4220	.0675	.0815	.0914	.0770

Note—

- The population distribution is based on official 1936 estimate.
- Tax-paying ability distribution is obtained as explained above, by modified use of the Mort Formula.

** Federal Support for Public Education, by P. R. Mort, Bureau of Publications, Teachers College, Columbia University.

(c) Educational Revenue is an average of four years, 1932-36 (in three cases, 1931-35).

Some Contrasts

Each column tells its story. Please don't skip the figures. They tell you quite a lot about the educational effort of your own province. Prince Edward Island has 84 ten-thousandths of Canada's population, but only 47 ten-thousandths of Canada's tax-paying ability. That is a terrible handicap for public finance. But read on. Prince Edward Island raises only 44 ten-thousandths of all educational revenue in Canada. She meets her financial handicap not with sacrifice, but with apathy.

Ontario has 334/1,000 of Canada's population and 453/1,000 of Canada's tax-paying ability. She has the most highly-developed school service in the Dominion, and carries it easily by raising 422/1,000 of Canada's educational revenue.

Saskatchewan has 845/10,000 of Canada's population and only 490/10,000 of Canada's tax-paying ability. But somehow she meets her financial handicap by raising 815/10,000 of the educational revenue in Canada. You might think that was sacrifice to the Nth degree, but for the staggering declaration made by Saskatchewan's delegation at the C.T.F. Conference last August: "In the year ending March 31, 1937, Saskatchewan's liquor bill was \$6,720,000, while her payment to teachers was \$4,501,000."

Alberta, so often smiled upon as the political maverick of the Dominion, shows up splendidly here. With 700/10,000 of the population, and only 605/10,000 of the tax-paying ability, she raises 914/10,000 of all educational revenue in Canada. And she does it without undue suffering. The secret lies in enthusiastic and fearless teacher-organization. An equal educational effort in Quebec would treble the salaries of those 7,500 submerged rural teachers; and in Manitoba would raise every rural teacher to \$900, with a million or so left over.

John Bull Rolls Up His Sleeves:

The A.T.A. Magazine has the following paragraph in the place of honor upon its front cover for November.

A nation, whose political sagacity and moral courage become more apparent every day, offers us this timely example. Snap out of it, Canadian teachers! Here is the paragraph, and its message is for you:

"The English Board of Education Estimates for the year 1939-40 show another increase in the amount of money allocated by the Government for educational purposes. The increase amounts to nearly a million and a quarter pounds, and the total is the largest in the history of the country. The chief factor in the increase is the additional amount devoted to higher education (£590,000). On elementary education there will be an increase of £165,400, despite a prospective decline in the number of children on the rolls. It is encouraging to find that the large expenditure now being undertaken by the nation in connection with armaments and defence has not had the effect of reducing the allocation for education. The increase in allowance for higher education is to be devoted chiefly to the technical branch."

— "The Schoolmaster."

* * * *

The C.T.F. Salary Report (of which these Bulletins are an expansive review) has been printed in an abridged form. Five thousand copies are now being distributed over the Dominion.

* * * *

The C.T.F. Publicity Director takes this opportunity of wishing all Canadian teachers a very Merry Christmas and a New Year of broader, brighter horizons.

"B. Battle Axe"

November 20, 1939.

SMART SHOES

Reasonably

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Leading
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SCHOOL TEACHERS! SECRETARIES!

This is the time of year, no doubt, when the Boys and Girls are looking forward to their Annual Christmas Tree Party. We feel you would be interested in the BAY'S CONVENIENT GIFT SHOPPING SERVICE for this occasion. It makes it so simple—

1. Just jot down the name and age of the boy or girl.

2. The amount you wish to spend on each.

3. Mail your list early to the Gift Shopper at the

HUDSON'S BAY COMPANY IN EDMONTON

Experienced shoppers will select suitable attractive gifts, Christmas wrap and attach gift-tag with receiver's name. This service is free of charge. The gifts are carefully packed and shipped when you want them.

JOY, SURPRISE, FUN, without WORK,
WORRY, EXPENSE

Let's work together again for a Merry Christmas

The "GIFT SHOPPER"
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MANUAL ARTS

General Shop - Wood - Motor - Metal - Electricity - Drafting - Domestic Science

Edited by JOHN LIEBE, Ph.D., General Shop Instructor, Lethbridge

HIGH SCHOOL AS A PREPARATION FOR LIVING

By BRIANT W. STRINGAM, B.A., LL.B.,
Principal of Galt School, Stirling

IN REPUTED teacher style I begin by quoting a definition: that education is "training of body and mind for living."

The interesting part of this definition is the use of the word "and"; it is quite obviously meant to put the training of the body upon an equal plane with the training of the mind. Moreover the development of the skills are meant to be as much a part of education as the development of intellectual power.

If we examine life in this "workaday" world we notice that as far as outward appearances go, by far the greatest majority of our fellowmen are making their living by use of their limbs. Whether these are skilled in the technical sense or not, we see that the quality of their results is always commensurate with their ability to use their limbs skillfully. At the same time we realize that there is and will be an ever increasing demand for workers who are not skilled, as man's ingenuity is making machines to perform those menial tasks. It seems obvious that the quality of our products and the welfare of our workers will ultimately depend upon their being able to show a high type of workmanship. It is almost to be expected then, that if education is to train the mind and body for living, it must of necessity take cognizance of those skills which make master workmen.

It may be stated that we have technical schools whose function it is to prepare skilled workmen for industry. One School Board has already objected that the teaching of General Shop will take business away from carpenters. The answer to this of course, is that it is not intended that such a course should produce carpenters or metal workers. Its aim is two fold: first, to aid the student in discovering for himself the ability he has in this line, and if it is better than average to encourage higher courses; second, to give all at least an elementary training in those skills which are necessary for successful home building.

When our school board decided to offer General Shop and Home Economics to our students they had this idea of training for life in mind. For a long time our school, especially the high school, had been criticized for not providing enough training that could be made use of after graduation. Without in any way discounting the fact that subjects such as English, history, chemistry, algebra, etc., were valuable in fitting their children for living, parents thought that something practical should be given as well.

It has been interesting to watch the effect this has had upon students, especially those who before had been considered to be below standard. They almost invariably found a new interest in their school and not only did well in their shop work but also improved in their other subjects. We have had their parents report to us that they are much more interested in their school than before. It seems to have given them a new sense of power and confidence which they did not have in purely mental subjects. It is noteworthy that the students who do the best work in the shop have never thus far achieved the highest in general proficiency, and they have frequently been below the average in some other subjects.

There seems also to be a marked tendency for students in our school to realize that we are at last trying to give

them an opportunity to solve their problems. The feeling had become all too prevalent not only here but everywhere in Alberta that the school system existed to prepare students for University. While there was much prejudice and some misunderstanding behind this view, yet it must be admitted that while there was value in the old curriculum for everyone, yet it was designed mainly for the preparation of prospective college material. It took very little time for people to realize that few could afford a University Education, and that moreover, it was not desirable that they should, since only a few were of such mental types that they could profitably take such a course. We were trying to hold high school students to courses for which they were neither temperamentally adapted nor intellectually equipped. The result was that very few students completed high school in this community and many dropped out after Grade IX or part of Grade X. Since starting General Shop (I emphasize it because it is only this year that we have introduced Home Economics), we have had only one student leave school without finishing and he told me personally, that, had there been no shop he thinks he would have stopped at least one year earlier.

The introduction of General Shop and Home Economics has convinced our students that the school is anxious to prepare them for those problems which they shall soon be facing, that it is trying to be a vital factor in the practical life of our community.

HOME ECONOMICS CONVENTION

Mrs. White who has accepted the Dominion appointment from the Canadian Home Economics Association sent the following message:

Dear Home Economics Teachers:

The Home Economics Convention in Edmonton held October 7 brought in so much help from the various fields that I am sure you will be glad to hear a few of the things that were stressed. There was only one of the new appointees present and I know the rest will want to hear the highlights.

First the Resolution requesting a Home Economics Supervisor is on its way with a strong bodyguard to the proper authorities. We are all hoping for the best.

Our part in the War programme was discussed at length. All those present have agreed to forward to me their considered opinions as to what we should do, and those who are willing to aid others in this field are submitting their names. I wish you could have heard the fine ideals and the consensus of opinion there was that we should carry on, sane, sound and sensible, endeavoring to teach at all times the programme of Conservation of Foods, Adequate Diet, Better Buymanship and Better Cookery. We must build a stronger coming generation than we did during the last war. Simple foods must be well cooked and the food value retained. Well organized groups such as the Red Cross and the Women's Institute are needing your help in their programmes by giving demonstrations on nutritious, low cost meals from Alberta or Canadian Products.

There are two classes organized in Edmonton and Calgary and the Army men are choosing to learn Cookery, Nutrition and Buying of Foods. If, as we are told, the army marches on its stomach, probably we can be of help in

having some healthier stomachs return from this war. Then too, the desperate cry for more efficient, better-trained cooks in our Institutions and public places may be met.

The work of the Department of Agriculture in supplying Demonstrators and Field Workers was very encouraging. The Youth Training Girls gave an excellent report on the seeding they had done in the province and a rich harvest is in the offing for better home life and leisure time activity.

The Canadian Council of Nutrition is doing a fine piece of research at the University under Dr. G. Hunter. More of it later.

The new President is our Miss Christine McIntyre, Olds. She will do plenty. What about you? Write if you want help.

Yours,
NORMA C. WHITE, Westlock, Alberta.

Contributions and comments are welcome. Write
Dr. John Liebe, 1264, Third Ave S., Lethbridge.

WINTER brings many
Social Occasions and
Festivities

Have your hair at its loveliest by coming to us for
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BEAUTY PARLOR AND
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On Way Fare and One-Quarter for Round
Trip Between All Stations in Canada

Standard and Coach Class. Coach
Class tickets good in Tourist Sleeping
Cars, where operated, upon payment of regular berth fare.

**Tickets on Sale November 25th to
January 1st**

Returning: Leave destination up to and including
JANUARY 1st

Obtain a certificate from your School Principal and present it to Ticket Agent. (Rural schools with small staffs may apply for certificate direct to Secretary, Canadian Passenger Association, Room 320, Union Station, Winnipeg.)

Full information from any Agent or write:
T. W. McDonaugh, D.P.A., Edmonton

**CANADIAN
NATIONAL**

BOOK REVIEWS » » »

THE TEACHER AND SOCIETY (First Yearbook of the John Dewey Society), D. Appleton Century Co., New York, 1937, 384 pages.

Reviewed by T. D. BAKER, Millet

THE TEACHER AND SOCIETY is an excellent book for use in study groups and should prove of particular value as a basis of approach to the study of the place of education and the job of the school in the social processes of a democracy.

It is impossible to give an adequate summary of such a book. It should be read by all interested in the development and purposes of Progressive Education as presented at the Easter Convention. The text outlines the development of the social aim in education and strikes at the influences within the community and the school system itself which prevent the full realization of that aim. The teaching profession is challenged to assume its rightful responsibilities toward the interrelation of education and life within a true democracy.

"The social-economic situation confronting us has become too serious. We have the schools. The teachers of this land must accept the responsibility of bringing up a new generation that can and will grapple adequately with the new problems. It is to this task that this book is dedicated."

"School practice . . . has barely begun to see the implications of this social aim for the curriculum as a whole. . . . In the last analysis the power of organized education to influence young people rests with the teacher . . . What does this challenge mean to the teacher at work? What functions must he fulfill that hitherto have not been considered his responsibility? What does it mean for the kind of subject-matter he teaches, for his classroom methods and procedures, for his relationships with students? What changes does it suggest for his own conception of his task?"

Constructive recommendations are made toward the solution of other problems—the teacher as a person; his status in school administration; his training and background; his relation to the community; and how free shall the teacher be to teach.

The Teacher and Society is in the A.T.A. Library.

* * * *

CHILD LIFE ARITHMETICS, Grades III and IV by Clifford Woody, Frederick S. Breed, and James R. Overman. Published by Messrs. Lyons and Carnahan, New York. Price 72c.

Reviewed by Miss Mary Lambert, Edmonton

These texts are beautifully illustrated in colours, bound durably with hard covers and printed on good quality paper. The material is well arranged as to progression of facts to be learned and the vocabulary is within the grasp of the child. The books will appeal to the teachers of Grades III and IV because of the remedial exercises which help to diagnose individual difficulties. If a copy of these *Child Life Arithmetics* could be placed in the hands of each pupil a great deal of unnecessary teaching of the brighter pupils might be eliminated, thus leaving the teacher free to work with the weaker pupils.

NOTICE REGARDING DEPARTMENT OF EXTENSION COURSE IN DRAMATICS

The Department of Extension of the University offers a course in Dramatics over CKUA and CFCN on Friday evenings at 7:45. Fortnightly bulletins on Acting, Directing, Stagecraft and Playwriting are sent out for a registration fee of \$1.00. Special attention to school problems.

The Country School Grounds

By W. J. ELLIOTT, B.S.A.

Department of Agriculture, Alberta

WE PRESUME that a goodly number of us, as youngsters, have attended that institution known as the rural school, and no doubt, many of the memories, the impressions, and the lessons learned there have clung to us through life. Not only that but in a very real sense our characters, habits and ideals were moulded there.

There is no doubt but that the majority of the teachers throughout the years, have given of their best, and that their abilities and characters have played their full part. It is, however, not of the teachers that we wish to speak, even though we were qualified to do them justice, but we do wish to say a few things about that which is enclosed by the four fences surrounding the School.

Some of us were fortunate enough to attend a school where the board gave attention to the planting of a shelterbelt, trees and shrubs, sometimes even going so far as to level off properly part of the grounds for play and sports. Others of us have attended schools where the grounds were about as unlovely as they could possibly be. There was the bare unpainted school with the ground round the door packed hard by many little feet. Sometimes this area was scooped into holes by the wind, as it whistled round the corners of the school. We have often wondered if some of the school grounds had been presented to the district by some generous soul, who had a corner of land, so rough or stony, or so uneven, or so filled with couch grass, weeds and brush, that it was difficult to handle, and so it became a generous gift in the interest of the children of the community. Some of these school areas have remained much as they were when they were set aside for school purposes.

We all admit that perhaps the greatest influences, as to character and ideals, come to children during their early life. Then how in the name of common sense can young folk get any inspiration from the ordinary school grounds that would encourage them to improve or beautify their home surroundings. Can this be one of the reasons for the lack of interest on the part of young people, as they grow up, in the laying out and improving of many of our rural homes?

It seems to us that it is high time that we were doing something with the ordinary country school grounds, in the way of using them as a home building, inspirational factor in the lives of our rural youth.

We, of course, are quite aware how impossible it would be to plant ordinary flowers in a school yard where the gopher holds sway for two whole months in the summer, but we also know that a goodly number of districts have

regarded their school grounds as of sufficient importance in the training of the children to plant windbreaks, decorative trees and clumps of flowering shrubs. These improved school grounds are a credit to their communities, and it is a great pleasure to see them as they improve in value and beauty from year to year.

When we talk of planting shrubs in the school yard, we do not mean the plowing of a furrow or two and the sticking in of a few caraganas, leaving them to fight it out with grass and weeds. Nor do we mean planting trees so thickly in the row that, in a few years, they are choked out by their own growth. We should remember that we get only seventeen inches of rain in the year, and if we plant trees too closely together, it stands to reason that they can share only the seventeen inches of rain among them, and when that is done and there is still a shortage of moisture, the lower limbs begin to die off, the odd trees will die, and such a planting becomes a jungle of dead limbs, weeds and grass.

A windbreak should be planted properly, and the trees should be set out as you intend them to grow, taking into consideration the ultimate size of the tree in, say, twenty to thirty years. Such a windbreak will be much more effective, be more beautiful, and will last much longer.

Then there are the kinds of trees to be considered. Many of those commonly used in windbreaks are good enough. But are we not forgetting some of our native trees that make the very best windbreaks? The native spruce is one of these. They make, perhaps, the best shelterbelts of all, for they are green winter and summer, and are a windbreak both winter and summer. There are no leaves to drop off in the fall, leaving bare limbs that are little protection against the wind. There is nothing more beautiful than a native spruce shelterbelt draped with snow in the winter. And best of all, there are millions of them within truck distance of a great part of Western Canada.

At the present time, there is a decided move in some sections toward the beautifying of rural homesteads. And it would seem to us a very opportune time to have the schools of the Province swing out with a program of school yard beautification.

We appreciate that few teachers may have had experience along this line, but teachers have attended Normal and other schools where the grounds have been nicely laid out, and they have, or should have, a desire to see the children round out their lives by acquiring a love for pleasing and beautiful landscaping.

The line of action should be to talk to as many as possible of those who are interested in doing something with the school grounds, and in the meantime get what information is available. Then introduce the idea of a co-operative effort on the part of those who could assist. It is largely a matter of making a start, for after it is under way, and people see the greatly improved appearance of the school grounds, then that native pride should carry the matter on and see to the care of the grounds.

One of the main benefits to be derived from such a scheme may easily be the awakening in the young minds of a love of beautiful surroundings, which would undoubtedly reflect itself, as time goes on, in a rural community of lovely homes.

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45. Tinkertoy Jr., 57c; med..... 87c
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74. 15" Doll, as above, real hair..... 89c
75. 19" Doll, as above, better dress 59c
76. 27" Doll, grand org. dress, voice and bonnet, shoes, sox. Big value. 98c
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83. Plush Puppies, Terriers, etc..... 9c
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89. Jointed Rubber Dolls, .9c, 15c, 19c
90. Doll Sulkies, 98c, \$2.49, \$2.75
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53. Dart Game, 2 sides, 4 darts \$2.59
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66. Lone Ranger, 2 sided, metal 69c

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101. Bath Sets, has everything, set 9c

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106. Toy Food Choppers, each 39c

107. Printing Sets 15c & 29c

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109. Thread Dolls, about 24 dolls. 59c

110. Embroidery Sets, 2 hoops, etc. 15c

111. Sewing and Weaving Set, box 15c

112. Glass Tea Sets, very pretty.... 19c

113. Tea Sets in Gift Box, hand painted, each 9c, 15c, 79c, \$1.49

114. Toy Phones, with bell, in box 23c

115. Automatic Phones, with voice 39c

116. Kaleidoscopes, each 9c

117. Rattles and Crib Toys, new.... 9c

118. Roly Poly, very pretty, each.... 9c

119. Cowboy Vest, Chaps, Scarf, real woolies, etc., in a box.... \$1.98

120. Cowboy Belt, Holster and Six-gun, holster of calf with hair on 49c

121. Lead Soldiers, in box, 29c and 59c

122. Folding Ironing Boards, 7 by 24" stands 14", each 49c

9 by 29 1/2", stands 18" 89c

123. Blackboards, 13 by 15", beads 29c

123A. 17 by 36", easel type, each.... 98c

124. Washer, with winger and everything, best, \$1.19 and \$1.98

125. Lithographed Horns, metal 5c

126. Dime Day Bank 15c

Globe Bank 23c

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127. Pop Guns, 18 inches 9c

127A. Pop Gun, 21 1/2" labelled box.... 29c

128. Net Bags of Marble Agates.... 9c

129. Trumpets, Saxes, Trombones.... 19c

130. Mechanical Trains, Freight or Passenger Trains, 4 cars and Engine \$1.79, \$2.49 and \$2.98

131. Electric Trains \$7.95, \$8.95, \$9.45, \$12.95, \$16.95 and \$26.30

132. Red or Green Honoki Garland, 5c

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Association Announcements

EXECUTIVE COUNCIL ELECTION, 1940

Locals (and sub-locals) are requested to note that nominations for election of the Executive Council of this Association for 1940-41 must be received at Head Office on or before March 1, 1940. Nomination forms will be mailed out to Locals at a later date.

Members and Local Executives are requested to note particularly the following resolution passed unanimously at the last Annual General Meeting:

"Be it Resolved: that in future there be no departure whatsoever made with respect to the date for acceptance of the necessary forms issued by the Returning Officer respecting nominations and acceptances of candidates for election: and the nomination form sent in by the local nominating a candidate or candidates shall be verified by statutory declaration in the form prescribed by the Returning Officer; and that any nominations or purported nominations which do not comply with the requirements shall be held invalid and void."

Eligibility of Members to Vote

Bylaw 31 states:

"Every member of the Association shall be entitled to vote for the President, Vice-President, and for the Geographic Representative of the district in which his school is located."

Eligibility of Members for Election to Executive Council

Bylaw No. 34 in this regard reads:

"In order to be eligible as a candidate for election to the Executive Council a member shall have been in good standing in the Association or other affiliated organization of The Canadian Teachers' Federation in every case where membership was a possibility, for not less than four complete, successive years immediately preceding his nomination as a candidate for election; provided that a period of unemployment as a teacher during such successive years shall be deemed to be a period of membership for the purposes of this Bylaw."

President: In order to be eligible for election to the office of President, the candidate shall previously have served as a member of the (Provincial) Executive Council. The President may be selected from the Province at large.

Vice-President: The Vice-President may also be selected from the Province at large.

District Representatives: Each nominee for election to the office of district representative must teach in his own geographic district.

How to Nominate

Any Sub-local, through its district councillor, may suggest to the executive council of its local, the name of any proposed candidate for election as President, Vice-President and District Representative. A general meeting of the local, or the executive council thereof, by resolution in meeting assembled, must make the formal nomination or

nominations and transmit to Head Office the nomination in the form prescribed by the Executive, together with the acceptance of the candidate or candidates. All locals may nominate from the Province at large for the offices of President and Vice-President: and for district representative, one candidate from the Geographic District concerned.

GEOGRAPHIC DISTRICTS

North Western Alberta Constituency—All schools situated north and west of the northwestern boundaries of the Pembina School Division, west of the Fifth Meridian.

Edmonton District Constituency—All schools situated within the City of Edmonton and the boundaries of the following school divisions: Pembina, Lac Ste. Anne, Stony Plain, Wetaskiwin, Ponoka, Clover Bar, Sturgeon, Edson (and west to the B.C. border); and the area south of the North Saskatchewan River covered by the proposed Thorsby Local Association.

North Eastern Alberta Constituency—All schools situated within the area covered by the following school divisions: Athabasca, Smoky Lake, Lamont, Two Hills, Vegreville, St. Paul, Bonnyville, and all territory outside the boundaries of any school division north of the North Saskatchewan River, east of the Fifth Meridian.

Central Alberta Constituency—All schools situated within the area covered by the following school divisions: Vermilion, Wainwright, Provost, Neutral Hills, Sullivan Lake, Castor, Killam, Holden, Camrose, Stettler.

Calgary District Constituency—All schools situated within the City of Calgary and the area covered by the following school divisions: Red Deer, Olds, Wheatland, Rocky Mountain (and West—Brazeau line), Calgary (and West—Canmore-Banff line).

South Western Alberta Constituency—All schools situated within the City of Lethbridge and within the boundaries of the following school divisions: Foothills, Taber, Lethbridge, Macleod, St. Mary's River, Pincher Creek (and West—Crow's Nest Pass).

South Eastern Alberta Constituency: All Schools situated within the City of Medicine Hat and within the area covered by the following school divisions: Drumheller, Bow Valley, Berry Creek, Acadia, E.I.D., Tilley East, Cypress, Foremost.

RESOLUTIONS FOR PRESENTATION TO THE ANNUAL GENERAL MEETING

As in the case of nomination of candidates for election to the Executive Council, there are two ways by which resolutions for consideration by the Annual General Meeting may be sent forward:

1. By authority of a General Meeting of a local association;

2. By authority of a resolution passed by the Executive Council of a local association.

This procedure may be briefly outlined: a certificated sub-local may pass a resolution and forward it to the executive council of its local association, which, of course, has the privilege of adopting or rejecting it; but no sub-local has the power to remit direct to Head Office resolutions which have not previously been submitted to and approved by its own executive council. Of course, the local secretary and not the sub-local secretary should send in resolutions to Head Office.

Resolutions must be received at Head Office not later than February 15th, 1940. (Before, if possible.)

After receipt, resolutions will be printed and sent out to all accredited locals in order that their delegates may be instructed by resolution of the local or its executive council, as to how they are to vote at the Annual General Meeting to represent their local. Arrangements should therefore be made for each local or its executive council to meet between March 1st and the Annual General Meeting.

* * * *

RE ENLISTMENT OF TEACHERS

The following letter has been sent to divisional, city, town, village, consolidated, rural high and Roman Catholic public and separate Boards:

Gentlemen:

The Executive Council of the Alberta Teachers' Association has given serious consideration to the situation resulting from the outbreak of war, in so far as it is affecting or is likely to affect teachers and school boards. As during the last Great War, teachers, both men and women, find conscience places on them the burden of leaving the teaching service for the time being to shoulder the rifle, or wear the emblem of the Red Cross or other branch of active service in taking care of the wounded. Many have enlisted already; more, many more, will follow the example set.

Some school boards employing a large staff took action immediately (in some cases almost coincident with the declaration of war), to cheer their enlisting teachers at the outset of their hazardous journey undertaken at the call of duty, freedom, love of home, Canada and Empire, by binding their Board by resolution in an undertaking to hold open the position of such teachers until their return to civil life. Furthermore, these school boards have gone even further by pledging themselves to preserve the seniority of all such teachers so that they may be able to re-enter the service of the Board after the period of enlistment ends on the same step of the Board's salary schedule as they would have reached if they had been continuously in the service of the Board. Many employers are taking a further step yet. In cases where the active service pay and allowance to employee dependents together amount to less than the salary the employee would be earning but for enlistment, they have bound themselves to pay the difference to such dependents.

In the name of the Alberta Teachers' Association and by direction of their Executive Council, the undersigned respectfully suggest that your Board might review this question thoroughly and take such action in the above-mentioned regards as they may deem to be proper, fit and within their power.

The response of your Board to this communication and any action taken with respect thereto will be earnestly awaited.

Yours very truly,

ALBERTA TEACHERS' ASSOCIATION,
Per

RAYMOND E. SHAUL, President,
JOHN W. BARNETT,
General Secretary-Treasurer.

Obituary

MILTON ROBERTSON

On October 16, Mr. Milton Robertson of Sexsmith died as a result of injuries sustained in an automobile accident which occurred near Edmonton.

Mr. Robertson was born at Edmonton on October 27, 1914, moving to Sexsmith with his parents in 1924. He attended the Chatham School and the Sexsmith High School, followed by one year at the Edmonton Normal and three sessions at the University of Alberta Summer School.

Upon graduation from Normal, Mr. Robertson accepted a teaching position at Volens where he remained for one year. The next two years were spent at his home school of Chatham, and this September he moved to Clymont to teach.

The Alberta Teachers' Association extends its deepest sympathy to Milton Robertson's parents, Mr. and Mrs. William Robertson of Sexsmith.

PEN PALS—

Many new pen pals from—France, Haiti, Algiers, Brazil, British Guiana, Aberdeen (Scotland), Bengore (Ireland), Trinidad, New Zealand, Norway, Denmark, Philippine Islands, Thursday Island, Griqualand, Gold Coast, Cape Province, all states in Australia, and many states in the United States, Linavady (Ireland), and Moa Island.

A name from any of these places can be obtained by inclusion of stamped, addressed envelope and 5c.

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14 Beautiful Carols,
especially suitable for School Concerts.

The words are pleasing and the music effective.
These Carols have never been published before.
Words by Mrs. Ellen Jones, Music by T. F. Beresford, B.A.

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The A.T.A. Magazine



SPECIAL BROADCASTS

By special arrangement with the Alberta Teachers' Association, it may be possible this year to offer an opportunity for a few special broadcasts in Music, Social Studies or Dramatics to teachers whose competence has been approved by a special committee of the Alberta Teachers' Association.

Under this arrangement the teachers will be given a special audition at Station CKUA, or other originating stations of the Alberta Educational Network, on the understanding that if the auditions are satisfactory, the special broadcast may be given. All arrangements will be made through co-operation with the Alberta Teachers' Association.

REPORT CARDS

The new report cards for the elementary school are sold only to school boards. Teachers are therefore asked, when ordering these cards, to mention the name and number of the school district.

RE RELATED ENROLMENTS FOR CORRESPONDENCE COURSES

Correspondence courses in intermediate school and high school subjects require from the students who enrol for them a systematic study following a regular schedule throughout the school year.

Students have therefore no right to expect that they can "telescope" these courses, by enrolling late in the school year and hurrying through the required study and written exercises and assignments.

Students and teachers are therefore asked to note that enrolment for a full programme of 30 credits will not be accepted after November 30, and that no enrolments, even in single subjects, will be accepted after January 31, 1940.

RE GRADE VIII DIPLOMAS

There will be no Grade VIII Diplomas issued by the Department in the year 1940, nor will certificates of promotion be furnished by the Department for issuance by local teachers.

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UNIVERSITY OF ALBERTA

Summer Session 1940

JULY -- AUGUST

It is important to register early and obtain for each course direction concerning the necessary preparation.

Complete information will be found in the University Summer Session Announcement which may be obtained from the Registrar of the University of Alberta, on or after December 20, 1939.

E. W. SHELDON,
Director, University Summer Session.

TEACHERS and STUDENTS SPECIAL LOW FARES For CHRISTMAS and NEW YEAR'S Between All Stations in Canada

Single Fare and One - Quarter

For Round Trip. First Class or Coach

Going Nov. 25 to Jan. 1. Return until Jan. 31. (Where schools are not reopening until after Jan. 31, limit will be up to re-opening date, but in no case after Feb. 29, 1940.)

CERTIFICATE ENTITLING YOU TO THIS SPECIAL FARE MAY BE OBTAINED FROM YOUR PRINCIPAL

To The General Public

For Christmas Dec. 29 to 2 p.m.
Single Fare and Jan. 1. Return until
one-quarter. Going Jan. 2.

Dec. 22 to 2 p.m.
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until Dec. 26.

Single Fare and
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Dec. 19 to Jan. 1.
For New Year's
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For full information apply Ticket Agent

Canadian Pacific

REMEDIAL READING FOR PRIMARY GRADES

By DR. DONALDA DICKIE, Provincial Normal School, Edmonton

THE AIM of the teaching of reading in the primary grades is to secure mastery of the mechanics of the skill. By the end of the third year in school the pupil should be able to:

1. Read with regular eye movements using not more than 5 fixations per line.
2. Use a reading vocabulary of from 1,200 to 1,500 words, preferably those listed in the Gates Primary Reading Vocabulary.
3. Read habitually, not word by word, but in word groups of two, or three words each.
4. Know how to use the context to find out the meaning of a new word.
5. Know how to use all the common phonograms and syllables to make out the pronunciation of a strange word.
6. Read at the rate of 95 words per minute.
7. Read any passage composed mainly of the words in the Gates list and report the substance of it in his own words.
8. Find the answer to a question by reading silently the passage containing it.

To achieve these results four things are essential:

1. Organize your primary division into groups on the basis of their ability. Consider each child individually and place him in a group in which he can work easily. Ordinarily you will have four groups: those not ready to learn, beginners, poor readers, good readers. If a child fits in no group, teach him individually; it is the only way you can teach him.
2. Fit your rate of procedure to the group or individual pupil, go as slowly as he needs you to go. More poor readers are produced by teachers pushing pupils from one level to another before they are ready to keep up with a course of study, or city outline, or because "Miss Brown's class is at page 159," than by any other single cause.
3. Give both whole process and element drill as suggested in the article on reading in the October number. The teacher, who, once a day, "hears" the children read a passage aloud is simply not "teaching reading" at all!

4. First, last, and all the time use easy reading matter. Difficult material, that is, reading matter with more than three or four new words per page and long, complex sentences, shortens the eye span, increases regressions, prevents word grouping, hinders fusing, retards the building of a context, and develops a habit of slow reading with poor comprehension. As our Readers are so much too difficult, allow only the very best readers to use them in the year for which they are designated. Average readers may be able to use them one year later and slow readers two years later.

All this has been done and in spite of your care you have a little group of poor readers. Or, more probably, none of these things has been done—by your predecessor and you have a large group of poor readers. What is to be done with them?

The first step is, of course, to find out for each individual child what makes him a poor reader; the next, to plan a series of corrective exercises to break down the wrong habits and build up the right ones.

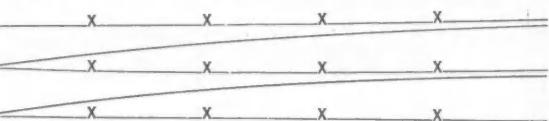
First consider the child himself, his health, intelligence, emotional condition and social background. Poor health naturally diminishes his ability; but this is, or should be, a temporary problem. The correlation between intelligence and reading ability is very high; on the other hand a very large majority of the children who fail to learn to read have average, or better than average intelligence. If a pupil is poor also in arithmetic and in other subjects, the teacher

will suspect poor intelligence; otherwise he should seek other causes for failure to learn to read. Such failure in intelligent children is usually the result of emotional blocking arising from circumstances at home, or at school. Marital unhappiness, mother fixations, parental indifference, or over-anxiety, the despondency due to unemployment are common home sources of emotional instability. The ignorance of some teachers, the impatience of others, wrong methods of beginning, unsuitable methods of teaching, too difficult reading matter, the attempt to push children forward too rapidly, these are common causes in school. For some reason the child is afraid of reading. He feels that he cannot do it. The approach of the reading period makes him tremble, the words blur or whirl before his eyes, his voice quivers, he bursts into tears or takes refuge in bewildered silence. Less frightened or more bold he pretends to read, repeating what he hears the others say, saying the occasional words he knows and making up the rest, keeping out of the teacher's way as much as he can.

Any such situation must be corrected before remedial work is possible. With the co-operation of the parents the child's health may be improved; possibly if they can be made to understand the effect upon the child, they may make an effort to develop a happier atmosphere in the home. If not, the school and the teacher must supply the lack as far as possible. At school, he must be made to feel secure, at ease, happy. In some way fear must be dissipated and confidence in his own ability built up. Easy tasks, perhaps at first in other fields than that of reading, must be assigned and praise follow their completion. The reading lessons must begin with material so easy that he cannot fail. Single words placed under the right picture; matched with copies on black board or cards; traced and, when learned, grouped together into a sentence. Days, it may be weeks, of work with materials very slowly growing more difficult should gradually restore his confidence.

A clean bill of health physically, mentally, emotionally and yet the child is not reading satisfactorily. Eye movement is the basic skill; let us next examine that. The simplest way is to lay a book open before him at a page he has read or can read easily. While he reads the left-hand page lay a mirror on the right hand page and, looking over his shoulder, study his eye movements. When he reads the right-hand page move the mirror to the left page. With a little practice the teacher will find himself able to count the pupil's eye movements with fair accuracy. He will note whether the eye moves in the right direction and in regular jumps or spans, five or six per line, making few regressions and a proper return sweep, or whether it moves erratically over the page, making many jumps backwards and forwards in each line, skipping hither and thither.

If the latter is the case, the pupil needs training in eye movement. Begin by giving black-board exercises in which the eyes are moved consciously from one point to another in the right direction. Draw lines on the blackboard, two feet long, broken at regular intervals by a series of crosses or circles, as:



Make six or eight such lines and have the pupil jump his eyes from one cross to another along the line, move back

along the return line and so on from one line to the next. When the pupil can do this exercise accurately on the black-board, give him a sheet of paper with lines and crosses arranged in the same way.

The sheet should be the size and shape of a page of the book the child would read; the lines should contain about four crosses to mark the fixation points. When the child has learned to move his eyes accurately from cross to cross along the line and down the page (he will require a week or two of practice) change the crosses for single words. Two or three weeks' practice with a different sheet of words each day will prepare him to do exercises with common phrases at the fixation points. After some weeks of practice at this, return him to an easy book and have him focus his eyes on a word near the beginning, one a third of the way along the line, one at two-thirds of the way and one near the end. He must practice doing this until he can gather the meaning while his eyes make three or four jumps in each line. In counting the eye jumps, the teacher should count till he has secured a pretty accurate count for each of ten lines and then average them. This drill is very effective with older pupils and adults. Indeed most teachers will find that they can considerably increase their own reading speed by training themselves to gather the meaning while fixing upon three or four words per line. With young children, however, the exercise must be given carefully and for short periods at a time. The best way is to try to get the pupil to make a game of it. The carry-over from the word, or phrase fixations to those upon a printed page needs care and patience, but often gives rapid improvement. Older pupils may be trained to give these exercises to a younger one.

While his eye is being trained by these spacing exercises, give the pupil also the following drills:

Phrase drill: Prepare a series of ten cards with a common two-word phrase on each: I have, he says, this is, etc. With these give him phrase flashing drill for five minutes twice a day. Have him practice till he can recognize the phrases as fast as the teacher can lift the cards. Gradually raise the two-word phrase cards to twenty and then begin to introduce three-word phrase cards. Continue till he can call twenty each of two, three, four, and five word cards. Train your older pupils both to make the cards and give the drills.

Re-reading practice in which the pupil reads again easy stories that he has read once or twice before. Remind him to practice using only three or four fixations per line as he reads.

Easy reading practice in which the pupil reads very easy stories made up of words he knows and the phrases he is practicing. The pupil who is administering the phrase drill should prepare also a new story for his reader each day.

Concert reading: In this exercise the teacher (or older pupil) reads with the poor reader. The teacher reads softly aloud while the reader follows with his eye. The teacher should read, grouping the words markedly in two or three word groups and fast enough to pull the pupil's eye forward in three or four or five jumps per line.

Eyeful reading: In this exercise the poor reader is trained to look down and get an eyeful—a word group—and look up and say it. He must not be allowed to look at the page more than a second or two nor to speak while he looks at the page. At first his glance down may give him only a word or two. Work till he can take in at a glance a four or five word phrase and repeat it looking at the teacher. This is also the best of all exercises for improving oral reading for it increases the eye-voice span. Here again a partner or older pupil-teacher can give the exercise.

The next and, possibly, the commonest of all causes of poor reading is lack of an adequate reading vocabulary. This



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lack is due in nine cases out of ten to poor teaching. Most teachers do good vocabulary teaching during the child's first year, but after that cease to give any special attention to it. As a result unless the child has a natural bent towards reading, his recognition vocabulary grows very slowly, effectively preventing him from improving his reading. If teachers of primary grades would continue in the second and third year the good work done in the first, most of our vocabulary troubles would vanish. The simplest way to find out whether a poor reader's vocabulary is hindering his progress is to test him in the Gates Reading Vocabulary for Primary Grades. This lists the commonest 1,500 words in the language in three groups of 500 words each. All modern writers for first year children use the first 500, writers for second year children use the second 500, and writers for third year children, the third 500. Thus, a child who knows all the first 500 words can read any modern book written for first year children and so with the others. Test your poor reader by seeing how many of the words in his year vocabulary he recognizes, and teach him those he does not know.

Vocabulary lessons are element drills, should be brief, ten minutes is long enough, brisk and given daily, or twice daily if it can be managed. Print on the black-board a few sentences on any interesting object or topic, include two or three new words, have the children read the sentences and find out the new words, e.g.:

The Three-way Plug

This is a three-way plug.

I plug it into the socket.

I plug my radio in one side.

I plug my reading-lamp in the other side.

The third side is broken.

I turn on the electricity and sit down for the evening.

When the story has been read, isolate the new words, note a "clue" or "key" characteristic for each, frame them as called out, match them with words printed on slips of paper. Thereafter include them in the daily black-board story. The above "story" was read by the poor readers of a second year class in an urban school. The rural teacher should make his stories about cars, tractors, trains, the inhabitants, animals and incidents of rural life. Continued stories for black-board or carbon sheets are very popular and make easy reading. The teacher makes up an incident—told in a few sentences for each day and may include in it the Gates list words he wishes to teach. We have in our school a small yellow teddy bear, Snooky by name, whose antics are at present amusing a third generation of first year children and whose adventures it will require the whole of the first 500 words to record.

In the same brisk drill-type lesson may be taught the new words in the story just read, or about to be read; the phrases to be used for phrase flashing; the words connected with the current enterprise; all the common phonograms and syllables used in building words; the word families built up by adding initial or ending sounds to common roots. They should include exercises in getting the meaning of new words from the context; perception drills of all kinds: framing, matching, pairing, arranging in groups; word building with syllables and phonograms, sentence building with words. All these devices may be repeated individually as seat work if the teacher can provide the material.

A common cause of the inadequate vocabulary is poor attack. The poor reader has not learned how to make out a new word for himself. He does not know how to use the context to make out the meaning, or how to blend the syllables and phonograms to make out the pronunciation of the words. In testing power to attack new words, Gray's Oral Reading Paragraphs are invaluable. The direction sheet lists a large number of faults and the test will frequently reveal to the teacher many of the errors and confusions that are blocking the child's progress. All teachers should have a copy of the Gray Test. One copy only is required as it need not be marked upon. If the standard test is not available, have the pupil read aloud to you privately and note on a paper the different errors he makes. Watch for:

Faulty vowels and consonants: e.g., reading like for look; yet for wet; chat for chap. For this trouble give the pupil drill in speech training, having him hear and identify the different sounds in (1) single words; (2) lists of words containing common sounds and (3) sentences with the same sound repeated, tongue twisters. Have him, (1) speak; (2) whisper; (3) shape the different sounds. Have him practice the recitation of rhymes and jingles. Give him also black-board exercises in discriminating between pairs and lists of words with like and unlike sounds. Have him build lists of words with each of the troublesome sounds. Have him copy, trace, and spell from dictation.

Reversals are a common fault. The pupils transpose the sequence of the letter, reading b for d; p for q; u for n; big for dig; was far saw. Some children transpose the words in a sentence. The treatment recommended for this habit is: "spotting" all the p's (any letter giving trouble) in a column of the newspaper; copying lists of words with p, initial, medial, final; building words with p in them; sorting words with p and d into two piles; spelling words with p and d aloud; tracing them.

Additions and omissions: reading tap for trap; farming for farm, etc. The commonest letters so mistaken are r, l, n, s, easy blends. Give practice as for reversals; pair words with and without the troublesome letter; sentence discrimination exercises, e.g., "The dog (dug, drug), a hole for his bone?" Drill on the common phonograms and syllables and

the blending of these into words; list words with common syllables; build word families.

Substitutions: as go for went, etc., some of these are unimportant as they do not spoil the meaning. This is a fault of good readers and in them is apt to disappear of itself. Even with poor readers it often disappears as a result of drill on the faults described above. Give practice in getting the meaning from the context; in phonics. Play guessing games: "I know a boy whose name begins with T"; a color beginning with "m"; make and recite alternative lines; tongue twisters, jingles.

Repetitions of words, phrases, sentences. This delays speed, hinders eye movement and weakens comprehension. It is caused by poor word recognition, too difficult material and nervousness. Use the exercises suggested for substitutions together with easier material.

Refusals mean that the pupil is afraid to attack a strange word; he just stares at it helplessly. Build up his confidence by material with no unknown words in it; teach him: how to get the meaning from the context; the common syllables and phonograms and how to use them.

The final power of the poor reader to be tested and diagnosed is his comprehension. Has he a clear understanding of the meaning of the words he recognizes? Can he fuse the meanings of words and phrases into thoughts (sentence units)? Can he hold the different thoughts in mind and build up comprehension of a paragraph and of a whole story? Comprehension is a very complicated process; it is extremely difficult to test adequately. Standard tests are best for the purpose though many of these are far from satisfactory. Probably the best for primary grades is the Gates Primary Reading test. If the teacher tests comprehension by informal tests, he should choose the passages used carefully and prepare the test questions in such a way as to test the pupil's grasp of the whole passage, his power to think about, and with, the material; easy fact questions do not really test comprehension. Remember that in answering comprehension questions the pupil should have the book open beside him and refer to it as he works. Your questions should be of the kind whose answers are to be worked out in that way.

Comprehension is improved in the primary grades by: increasing the pupil's vocabulary; enriching the meanings of words by pictures, acting out, illustration, explanations, use in sentences, wide reading; developing the power of phrase reading; and most of all probably by practice in reading to find the answer to a question. Knowing what you are looking for before you begin reading greatly increases comprehension both for children and for adults.

All remedial work in reading should be done sympathetically. Develop a hopeful, confident atmosphere. For all serious cases it must be done individually. Give the remedial exercises at a good time of the day when the pupil is rested; short periods every day, or better, twice a day should be used; begin with the most easily curable fault and work up to the more difficult; go slowly, fixing the new good habit well before leaving it. Advance as a result of individual diagnosis and treatment is usually encouraging and often quite startling. If the teacher cannot deal with all his poor readers individually he should assign each of his poor readers to an older pupil. The teacher should then train the pupil-teacher to make and administer the exercises needed by their poor readers. Meeting his pupil-teachers once a week for this purpose, the teacher can keep them supplied with ideas for suitable exercises. Most pupils enjoy this responsibility and develop interest and pride in their readers. The teacher becomes a consultant and stands ready to test the poor readers whenever the pupil-teacher thinks it warranted by the improvement made. Such a responsibility makes an extremely worth-while enterprise.

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LOCAL NEWS and Local Meetings

Notice to Local and Sub-local Secretaries:

If you have not already done so, kindly send to the A.T.A. Office, Imperial Bank Bldg., Edmonton, the names and addresses of your 1939-40 Executive members in order to ensure receipt of all communications of interest to Locals and Sub-locals.

ATTENTION TEACHERS OF BONNYVILLE SUB-LOCAL

Teachers of Bonnyville Sub-local are hereby notified that the regular meeting on December 9th is postponed until December 16th, at 2:00 o'clock at the Bonnyville schoolhouse. At this meeting a vote has to be taken on salary schedule and therefore all teachers of the Sub-local are expected to attend promptly.

P. DUROCHER,
Secretary-Treasurer.

ACADIA CONVENTION

The third annual convention of the teachers of the Acadia A.T.A. Local No. 2 was held in Oyen, October 5 and 6 with fifty-seven teachers, the Superintendent, Mr. Warren, B.A., and a few visitors present. The following addresses: "Activating the School Programme" by Inspector Warren, B.A.; "Discussion of The High School Course of Studies" by W. S. MacDonald, B.A.; "Playground Activities" by J. Charly, B.S.; "The Seawork Problem for Beginners" by Miss V. Haddigan; and "The Organization of Division 2 for the Cycle Courses were very educational and will prove very beneficial for school-room helps. The guest speaker for the convention was Mr. Cartwright, M.A., Calgary, who gave a very interesting and instructive address on "Social Studies in Grade IX" and who also gave a very enjoyable talk at the banquet on "The Evolution of Turkey." Amusement was provided by a banquet and dance on the first night, and a show the second night.

The following Executive was chosen for the coming year: President, Mr. W. S. MacDonald, B.A., Mr. H. Hall, Vice-President; Secretary-Treasurer, Miss M. Byler; Sub-local members, Mr. Ellis, Mr. Charly, Miss E. Sudre, Miss D. Yake; Mr. Hall, Mr. R. Brookman.

ALLIANCE-GALAHAD

The Alliance-Galahad Sub-local held its first meeting at the Galahad school on October 28. The following executive was elected: President, Mr. Carl Farvolden; Vice-President, Mr. William Bruce; Secretary-Treasurer, Miss Phyllis Mather; Press Correspondent, Miss Marguerite Coutts.

Mr. French, of Killam, using Luella Cole's book on "The Improvement of Reading," gave a very interesting talk on Remedial Reading. The lively discussion afterwards showed the interest of the teachers on this topic.

A tasty lunch was served by the Galahad staff followed by a game of Chinese Checkers.

ANDREW

The Andrew Sub-local met on October 20 at the Cadron school. With matters pertaining to organization and negotiation demanding less time the teachers of this sub-local are devoting more time to discussion of topics of practical classroom value. Members will take turns in leading discussions at the coming meetings. The first group of discussions was carried out at this meeting with the following topics presented: "Classroom Practice in Teaching Literature" by G. Filipchuk; "Youth Training in Canada" by T. A. Shandro and "Scientific Investigation in Foods and other Commodities" by L. L. Kostash. A group of four has been chosen to lead in discussions at the next meeting.

BARRHEAD

The first meeting of the Barrhead Sub-local for this term was held in Barrhead on November 11. The following were chosen as the Sub-local executive.

President, Mr. Wm. Blore, Glenreagh; Vice-President, Mr. L. Jenken, Barrhead; Secretary-Treasurer, Miss Margaret Allan, Barrhead;

Press Correspondent, Miss Zenakia Zelenko, Paddle River; Conveners, Mrs. V. Doherty and Miss Dorothy Parks, Barrhead; Councillor, Miss Margaret Allan, Barrhead.

The secretary was instructed to obtain information from the A.T.A. Local regarding the financing of our Sub-local. She was also to find what material was available on the Supervised Reading Course as carried on this past year at Summer School.

Future meetings are to be held on the second Saturday of each month at two o'clock in the Primary Room, Barrhead. All teachers in Barrhead Sub-local District will please note.

BATTLE RIVER PRAIRIE

Eleven members of the Battle River Prairie Sub-local met in the North Star School, on October 28, to elect officers for the following year. Those elected were: President, Mr. Don McBride, Notikwan; Vice-President, Mr. Fred Dew, Loretta; Secretary, Miss M. Spohn, Notikwan; Press-correspondent, Mr. Paul Rowe, North Star.

Following the election there was a lively and interesting discussion of the salary schedule now being considered for Division 10. Discussion of the proposed schedule led us into other discussion regarding salaries, all of which made the time slip away so swiftly that we had to adjourn the meeting on account of darkness.

BELLIS

The second meeting of the Bellis Sub-local was held in Yuma School, Bellis, on October 20. Miss Radyk presented the financial report of the A.T.A. dance on October 13.

It was decided to put the moving picture shows into operation again. The machine will go to every school in the local according to schedule. Mr. P. Savitsky, of Yuma S.D., was appointed as the manager for the Bellis Sub-local.

Our third regular meeting was held on November 3 in the parlor of Mr. and Mrs. J. M. Repka, of Yuma S.D., Bellis.

The following activities have been decided upon.

To sponsor the Education Week with a special programme in every school of the Sub-local if convenient.

To organize a travelling music appreciation library to circulate amongst schools of this Sub-local.

To initiate a special health campaign advertising ourselves of the services of the Department of Health.

To organize a series of round-table discussions on teaching methods in various subjects. Each teacher volunteered to lead the discussion on a selected topic.

To co-operate in supplying Christmas concert material through an exchange system.

Mr. P. Pookhay, of Vilna Sub-local, was our visitor of the evening.

BERWYN

The regular meeting of the Berwyn Sub-local A.T.A. was held in the Berwyn school on Saturday, November 3.

The main topic of discussion was the use of reading tests. Mrs. Lillian McMaster, who was an attendant at the Summer School Course in the Supervision of Reading last summer, presented copies of tests, and it was decided to circulate these tests among the teachers interested. The secretary was instructed to inquire of the A.T.A. central office whether or not arrangements can be made to have honored teacher's individual orders for tests. Teachers will be notified by November 18, if the above arrangements can not be made.

Several books on remedial work in reading were made available by Mrs. McMaster for the use of teachers interested.

A delightful lunch was served by the Berwyn teachers.

Meetings are held regularly on the first Saturday of each month.

BON ACCORD-GIBBONS

The reorganization meeting of the Bon Accord-Gibbons Sub-local was held in the Bon

Accord High School on October 26. The following were the officers elected: President, Mr. H. J. Darkes; Vice-President, Mr. John Morris; Secretary-Treasurer, Miss D. MacWhinnie; Press Correspondent, Mrs. E. M. Hunter; Councillor, Mr. J. Maikey. The projection lantern committee appointed was composed of Mr. Darkes, Miss M. Forbes and Miss MacWhinnie.

The evening was spent in discussing a variety of business. It was decided to have one circuit of the projection lanterns before Christmas. The meeting went on record as favouring a Musical Festival. Even the Poll Tax came in for its share of discussion.

We welcome the new teachers to our Sub-local but at the same time we miss the smiles and friendly greetings of the former ones.

BOW VALLEY

On Tuesday, October 17, in Strathmore, the Bow Valley Sub-local held its monthly meeting.

After the reading of the minutes, the Secretary-Treasurer, Mr. Eyres, gave a report on the meeting held in Calgary, Saturday, October 14, with Premier Aberhart over the salary schedule of the Calgary Rural and Olds Divisions.

Educational Week is to be held between November 12 and the 19. Mr. Hickey introduced plans for the meetings to be held at central points of the Wheatland Division. The dates and places of these meetings will be announced later.

Mr. Halbert suggested that we plan to elect a representative from rural teachers to the central executive.

An Open Forum on the relative merits of the educational doctrines of Dr. Dewey and Dr. Hutchings was held. Mr. Crowther, introduced the views of Dr. Hutchings, while Mr. Hickey spoke on those of Dr. Dewey.

Mr. Jack Crellin lead a discussion on an enterprise "Homes" to be carried out by the teachers as a group.

BOYLE

A fine representative group of teachers gathered in the Warren High School Room on November 5, 1939, for the first meeting of the Boyle Sub-local of the A.T.A.

After a short report of the previous year's activities, officers were nominated for the year 1939-40. The following were elected:

President, Mr. MacLean; Vice-President, Mr. J. Wood; Secretary-Treasurer, Miss R. Dimitri; Press Correspondent, Miss I. Buchols; Programme Committee, Mrs. Dobson, Miss Wiltzen and Mr. J. Yatchew.

Possible programme material for Sub-local meetings was introduced and discussed. A combined meeting of the Executive and Programme Committee was scheduled for November 10, in order to arrange agenda for future use.

A motion was passed to the effect that Boyle A.T.A. meetings would be held on the second Saturday of each month.

School Fair business and money matters were then disposed of. Following that, a pleasant social hour was spent by the group. A delicious lunch was served by the Boyle teachers.

The next meeting of the Sub-local will be held Saturday, December 9, at 2 p.m. in the High School Room. A good programme has been prepared. All teachers in the Boyle district, and those in the north who do not belong to a local, kindly make an effort to attend.

BRETON

The Breton Sub-local held its first meeting of the term on November 4 at the home of Mr. and Mrs. Stevens.

The officers elected for the coming term are as follows: President, Mr. W. Stevens; Vice-President, Mr. C. Richards; Secretary-Treasurer, Miss Irene Benson; Press Correspondent, Miss S. Sywols.

The meeting adjourned after a delicious lunch was served by Mrs. Stevens.

BRUCE

A meeting of the Bruce Sub-local was held on October 21, at which lunch and entertainment committees, representatives to the Local festival, convention and sports committee and the following officers were elected: President, Miss Phyllis Collier; Vice-President, Mr. Gordon Dalsin; Secretary, Miss Jean MacDougall; Press Correspondent, Miss Mary Bennett.

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BYEMOOR-ENDIANG

Members of the Byemoor-Endiang Sub-local met in the Endiang Junior Room, on October 14. After the roll call, minutes of the last meeting were read and adopted.

A discussion followed the report by the motion picture committee.

Miss B. Newton read the letter received from Mrs. A. M. Curtis, one of the convention speakers for this year.

A program for future meetings was drawn up. It was decided that the group discuss various topics, which would prove helpful to the teachers, rather than different phases of the same topic.

The following topics were agreed upon:

1. The Grade IX time-table in schools with all grades.
2. Profitable seatwork for Grade I.
3. Language for Division II.
4. Spelling for the grades.
5. Remedial Reading.
6. The Above and Below Average Children.
7. The Problem Child and the Maltreated Child.

8. Teaching of Foreign Children.

A list of available A.T.A. books in the library is to be sent to each teacher.

A list of resolutions were drawn up for presentation at the convention. Miss B. Newton, Miss Lila Adams, Mrs. Keith, Mr. F. W. Willis and Mr. D. Stevens formed a committee for this purpose.

After the meeting lunch was served in the local cafe.

* * *

The Byemoor-Endiang Sub-local held its meeting of November 4 in the Byemoor senior room. The roll was called and the minutes of the previous meeting were read and adopted.

The letter from our secretary, Mr. Wetter of Castor, concerning the showing of educational pictures, was read. The reels were chosen and it was decided to have them in Byemoor on November 15 and in Endiang on November 16. Teachers and pupils are to attend.

It was agreed that postcards should be used for sending correspondence within the Sub-local.

The topic of discussion for the afternoon was the Grade IX Time-table.

Afternoon tea was served in the hotel.

CALMAR

The regular meeting of the Calmar A.T.A. Sub-local was held in the Calmar United Church on October 19th. Some very important topics were discussed. Those present stressed the importance of the teachers' interchanging their ideas pertaining to all important subjects of the curriculum. Following the reading and approval of the minutes of the last meeting an enlightening talk was given by Mr. E. A. Westlund on the "Decoration of a Christmas Tree" in which some very interesting and worthwhile information was imparted. Informal discussions then followed on the subject of Social Studies, but time was considered too short for full treatment and so will therefore be given first consideration at our next meeting to be held in Calmar on December 16th at 8:30 p.m. We urgently ask all teachers interested to bring forth their problems and views pertaining to this important subject. At the close of the meeting the group congregated in the kitchen of the United Church and enjoyed a very delicious lunch prepared by Miss V. Gill assisted by Miss H. Erickson. Teachers, don't let anything hinder you from attending our next meeting as your full co-operation is needed. Notices of the next meeting will be sent to you by mail.

CAMROSE

The organization meeting of the Camrose Sub-local was held at the Camrose High School, November 4, with Mr. Jim Munn in the chair. The minutes and financial report read by Miss B. Ossens were adopted on motion.

The following officers were elected by acclamation: President, Mr. G. D. Mattson; Vice-President, Miss M. Layton; Secretary-Treasurer, Mr. J. Briggs; Press Correspondent, Miss M. Kelterborn; Councillors, Mr. F. Gardiner and Mr. P. Simonson.

It was decided to hold meetings the second Tuesday of the month at eight o'clock.

The December meeting is to be followed by a social evening, arranged by the executive.

CHIPMAN

A re-organization meeting of the Chipman A.T.A. was held in the Chipman School on October 4. Officers elected for the coming year were: Mr. V. Diederichs, president; Miss M. Eleniak, vice-president; Miss M. Kudryk, secretary-treasurer; Councillor, Mr. Krizanski; Miss E. Anderson, press correspondent.

The second meeting of the Chipman A.T.A. Local was held at Solman School, October 27. A very interesting discussion took place on the "New Report Card". At the conclusion of the meeting a most delicious lunch was served by the hostess, Miss Mary Eleniak.

CLOVER BAR

The Clover Bar Sub-local held a meeting on October 14, in the Masonic Temple.

Mr. D. Wright, of Looma, lead a very interesting discussion on "Patriotic Observance in Our Schools."

It was agreed that the desired outcome of Democratic Education was a "co-operative individualism" in the future citizens of the country.

Questions arising from the discussion were:

"Are we justified in influencing the children with our own ideas of patriotism?"

"How far are we justified in using Democratic propaganda in the schools?"

Further discussion on the subject will take place at future meetings. Speakers will be invited to give their opinions.

J. H. Sandcock was elected as Councillor for the Sub-local.

CONFLUENCE

The Confluence Sub-local met in the Rocky Mountain House school on November 5.

New executive members were elected. The officers for this term are as follows:

President, Mr. G. Jones; Vice-President, Mr. D. McCrimmon; Secretary-Treasurer, Miss H. Carroll; Press Correspondent, Miss E. Alexander.

It was suggested that the Sub-local sponsor Education Week. A banquet is to be held under the auspices of the Rocky Mountain House Board of Trade during that week, the speaker for the evening to be Mr. D. Cameron, of Edmonton. Lunch was served at the close of the meeting.

CRAIGMYLE-DELIA

Teachers of the Craigmyle-Delia Sub-local met in the Craigmyle School on October 21 for the purpose of electing a new executive for the coming year. The following officers were elected: President, Mr. R. B. Dack; Vice-President, Miss V. Crouse; Secretary-Treasurer, Miss B. Nelson; Councillor, Mr. A. Standell; Press Reporter, Miss J. Robson.

Following the adjournment of the meeting a delicious lunch was served by Miss M. Branum and Miss B. Stillington.

CYPRESS

The convention meeting of the Cypress Local took the form of a luncheon in Jimmy's Hall on November 3.

The local teachers were pleased to have as their guests, Mr. J. W. Barnett, General Secretary-Treasurer of the A.T.A., Mr. Further, chairman of the Tilley East Board, Mr. W. J. Perry, chairman of the Cypress Board, and Mr. E. C. Ansley, District Representative.

Mr. Ansley explained to the teachers present how the salaries in both districts have been increased within the last year.

The meeting was continued after the completion of the Annual Convention. A discussion followed, on the salary schedule.

DRUMHELLER

The Drumheller Sub-local held its opening meeting in the form of a social evening. About 40 members sat down to a baked-bean supper in the Technical school. Miss Muriel Oliver and Mr. Bob Darragh entertained the guests on the piano. After games and contests led by Mr. Wootton and Miss Helen Vallery, the evening was spent dancing.

The following officers were elected for the coming year: President, Mr. F. W. Wootton; Vice-President, Mr. J. F. Marke; Secretary-Treasurer, Miss Gladys Metheral; Executive members, Mr. J. Fitzpatrick, Mr. A. Poland, Miss Clapison.

ELNORA-HUXLEY

The Elnora-Huxley Sub-local of the A.T.A. held a meeting in Huxley on October 21, with Mr. R. Ward in the chair. A large number of teachers was present. This helped to enliven the discussions and showed that the teachers were trying to really make a meeting of this nature what it should be—a place where difficulties and teacher-problems could be ironed out, and where definite goals could be established.

Particularly interesting and instructive was the inspection of the Creative Art section which is being built up by Mr. Ward.

FAIRVIEW

The annual convention of the teachers of the Fairview District Local was held in the Fairview School Thursday, October 12.

W. H. Wortman, as chairman opened the meeting by calling on Mayor Loggie to welcome the teachers and guest speakers to Fairview, wishing them a pleasant stay and a successful convention.

Other guest speakers of the day were: J. W. Gillis, Inspector of Schools, Peace River; W. H. Swift, Instructor of Edmonton Normal School; J. W. Barnett, General Secretary-Treasurer of the A.T.A. and A. E. Ottewell, Registrar of the University of Alberta.

Addressess were given by the following teachers, H. Wortman, Fairview; E. E. Oliver, Fairview; Miss A. Lynass, Fairview; H. Dickie, Gage.

Following the afternoon session a very successful banquet was held in the Queen's Cafe. Mr. Macdonald, chairman of the Fairview School Board addressed those present.

The dance held in the Gem Theatre was a grand finish to one of Fairview's best conventions.

FOOTHILLS

The Annual Meeting of the Foothills Local was held in Calgary on November 10. The Foothills Local was one of six locals which held a Joint Convention, the others being Calgary Rural, Foothills, Olds, Turner Valley, Wheatland and Mount Rundle.

The following officers were elected for the 1939-40 term: Past President, Mr. L. H. Taylor, Blackie; President, Mr. C. B. Hegy, Okotoks; Vice-President, Mr. Howard Doney, Cayley; Secretary-Treasurer, Miss Helen A. McKay, Okotoks; Convention Committee, Mr. Ivan Casey, High River; Mr. L. H. Taylor, Blackie; Miss Helen McKay, Okotoks.

Those appointed to the Salary Schedule Committee were: Mr. Ivan Casey, Chairman; Miss Helen Coughlin, Secretary-Treasurer; Mr. Howard Doney; Mr. John Gillanders, Mossleigh; Mr. Milton C. Anderson, Mazeppa; Mr. Douglas Sterling, Vulcan; Mr. Cyril B. Hegy, Okotoks; Mr. A. P. Grant, Cayley; Miss Josephine Dinkel, R.R. 1, High River; Miss Hannah Hay, Brant.

FOREMOST

A meeting of the Foremost Sub-local was held in Foremost on October 20. A group of songs by Miss Saunders and Miss Gibson, of Etsikom, was presented as part of the program of the social committee.

As a result of the recommendation by correspondence from the Department of Education, the meeting decided on a reading course. Material on intelligence quotients is available and will be obtained.

Arrangements were made for the sending of flowers to J. D. Wilson, a Foremost teacher, at present in the hospital in Lethbridge.

FORT SASKATCHEWAN

The Fort Saskatchewan Sub-local held their monthly meeting at the home of Mr. and Mrs. W. A. Scott, Fort Saskatchewan on November 14, with nine members present.

During the business meeting the following officers were elected: President, Mr. W. A. Scott, B. Sc., Fort Saskatchewan; Vice-President, Mrs. Porter, Partridge Hill; Secretary-Treasurer, Mr. Looker, Fort Saskatchewan; Press Correspondent, Mr. Holmes, Pleasant View; Councilor, Mrs. Holmes, Pleasant View.

After the election of officers, it was decided that the Sub-local fees should remain the same as last year with the condition that if necessary, they could be raised.

Mr. Holmes offered his home for the December meeting which is to be on December 13.

The meeting is to be a social.

A very delicious lunch, served by the hostess brought the evening to a close.

FORTY MILE SUB-LOCAL

The Forty Mile Sub-local held an institute meeting at the Bow Island school on Oct. 20 at 2 p.m. Twenty-six teachers were in attendance.

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H. A. MacGregor, superintendent of Formost Division Number 8, dealt with the present teachers' problems.

D. C. Folk dealt in detail with methods and objectives in the teaching of the high school Social Studies Course. In his address, Mr. Folk stressed the need for community spirit in the classroom.

Mr. Fisher had two of his beginner pupils demonstrate to the teachers a typing practice lesson. Mr. Fisher emphasized the necessity of sacrificing speed to accuracy for the first few months at typing. A lively discussion period followed in which many vital points were brought forth.

An organization meeting then took place. The new executive that was elected is as follows: R. G. Thomas, president; Miss Edna Krokum, vice-president; Miss H. C. Flynn, secretary-treasurer; Miss Dorothy Ridgedale, press correspondent; Mr. J. B. Fisher, Mr. L. Lynn, Mr. D. C. Folk, programme committee; Mr. Reed and Mr. Lynn, councillors.

FULTONVALE

The Fultonvale Sub-local held its first meeting October 6 in the Masonic Hall, Edmonton. The following officers were elected: President, Mr. Ray Sanders; Vice-President, Mr. W. Coward; Councillor, Mr. C. C. Eoy; Secretary, Mrs. J. W. Swaby.

The next meeting was held at the home of Mr. C. C. Eoy on Thursday, October 12. Reading in Grades I to IX and the new report card were the main topics for discussion. Mrs. Eoy served a tasty lunch.

The November meeting was held at the home of Mr. Ray Sanders at Looma Vista. This was an interesting meeting the group having as their guests Dr. M. Lazerte, of the University and Mr. H. Clark, of Eastwood High School, Edmonton.

Dr. Lazerte led a discussion on "The Improvement of Reading Ability in Grades I to IX." He also gave an interesting discussion on Reading Tests.

After this worthwhile meeting Mrs. Sanders served a delightful lunch and guests and members left for home, having spent a very enjoyable and interesting evening.

GLENDON

Glendon Sub-local met at Glendon Hotel on November 4. General discussions followed. It was decided to hold succeeding meetings on the first Saturday of each month. We were very fortunate to have Miss Reed, B.Sc., a government nurse, lecture to us on the importance of Public Health Work. Miss Reed proved most interesting and we sincerely hope to have her with us again. At six a very delightful banquet was held in the hotel and this added a touch to the worthy day.

All teachers are urged to attend. Come once and you shall always want to come.

GRANDE PRAIRIE

A special meeting of the Grande Prairie Sub-local was held on October 28. The purpose of the meeting was the election of an executive for the coming year:

President, Mr. J. Tracy; Vice-President, Mr. G. Freebury; Secretary-Treasurer, Miss Wilna Robinson.

Following the business session, Miss Mary Robertson read excerpts from "Reading Readiness." Mr. W. Mel Fowler gave a list of the main types of tests to be used for the testing of ability in this important subject.

GRANUM

The Granum Sub-local of the A.T.A. held its October meeting in the Granum High School on October 21. The secretary read the minutes of the last meeting and gave the financial report. The new executive members chosen were:

Honorary President, Mr. E. L. Pitt; President, Mr. M. Edward; Vice-President and District Representative Miss A. Simonson; Secretary-Treasurer, Miss L. Cotter; Press Correspondent, Miss G. M. York.

GRIMSHAW

At a special meeting of the Grimshaw Sub-local on October 11th, the following officers were elected: President, Mr. Lawrence Kelly; Vice-President, Miss Mary Fritz; Secretary-Treasurer, Miss Beth Watson; Press Correspondent, Miss Muriel Rowe; District Representative, Mr. C. J. Masur.

A regular meeting was held in Grimshaw October 20, at the home of Mr. and Mrs. Masur. Four welcome visitors were present from the Berwyn branch. Plans were made regarding the observation of Educational Week, and an effort will be made to secure special speakers both for this week and for future meetings. Consideration was given to the question of revision of the salary schedule. The desired minimum and the maximum salaries were discussed. Following this was an interesting discussion period. Mrs. Masur served a delicious lunch, and everyone enjoyed a pleasant social hour.

HOLDEN

The teachers of the Holden School Division Local held their annual fall convention on October the 6th. An interesting and varied programme was enjoyed by all. Mr. Ottewell of Edmonton addressed the teachers at a luncheon. The following officers were elected to act as the executive: President, Mr. R. Stauffer, Ryley S.D.; Vice President, Mr. L. Olson, Gladstone S.D.; Secretary-Treasurer, Mr. J. Hempill, Bruce S.D.; Press Correspondent, Mrs. L. G. Kallal, Ryley S.D.

A meeting of the Holden Sub-local was held in Holden on October 28. The following officers were elected:

President Mr. M. J. V. Downey, Holden; Vice-President, Mr. M. Saranchuk, Seona School; Secretary, Miss Anna Parsons, Talbot School; Press Correspondent, Miss Eileen Davis, Palmer School; Rep. to Local A.T.A. Executive, Mr. M. J. V. Downey.

Festival Committee member, Mrs. M. C. Selkirk, Holden.

Track and Games Committee, Mr. Wm. Ogronick, Holmdene School.

Convention Committee, Miss M. Hart, Holden. Committee to decide on location of events, Miss O. Thrasher, Holden.

ISLAY

The monthly meeting of the Islay Sub-local was held at the Bridstow school, November 8. Mr. C. Richardson, of Dewberry, gave an interesting talk on A.T.A. work. Discussion followed.

While the host, Mr. G. Schurman served lunch, a round table discussion on Current Events ensued.

INNISFREE-RANFURLY

The organization meeting of the Innisfree-Ranfurly Sub-local of the A.T.A. for the year 1939-40, was held in the Innisfree School on Saturday, October 14, at 2 p.m. After some discussion as to our new aims, and ways and means of making our local a real success this year, an election of officers was held. The following were elected: President, Mr. H. Fshyk; Vice-President, Mr. W. S. Waddell, Secretary-Treasurer and Press Correspondent, Miss E. M. Bertwell; Councillor, Mr. A. Kravety. Regular meetings are to be held alternately, the first Saturday of each month at the Innisfree and Ranfurly centres; the next meeting to be held in Ranfurly on Saturday, November 4th, at 2:00 p.m. An interesting meeting is expected—Yes! report forms are to be discussed; and we have invited an interesting guest speaker to be with us. Note members: Lunch will be served at every meeting.

KILLAM CONVENTION

A most successful convention, attended by approximately one hundred teachers of that Division was held at Killam on October 12 and 13. The meeting was marked by an absorbing programme, and by a lively, witty and earnest discussion of problems vital to teachers.

The two-day programme under the chairmanship of President Pat Holt, was opened with a speech of welcome from Mayor Neely, and greetings were conveyed by a member of the Divisional Board. Superintendent E. K. White then addressed the teachers.

All items on the programme held the keen interest of the audience, but outstanding was a display of "Improvised Equipment" by Messrs. Pat Holt and Mac Knowles, of Alliance. A fine exhibit of Handicrafts was shown by Mr. Stan. Mallet, of Forestburg; and a unique demonstration in Music using tuned bottles was given by Miss A. Matheson, of Lougheed. Other speakers were Miss H. Pierce, Alliance, "Newer Primary Methods"; L. V. Smith, Lougheed, "Supervision of Reading"; M. Putnam, Lougheed, "Animated Social Studies"; G. Carter, Killam, "Difficulties in Grade IX Math"; Miss W. Brown, Alliance, "Enterprise Methods"; Miss V. Anderson, Daysland, "Methods To Improve English."

Mrs. Freeman, of Camrose, delivered a fine paper on "Musical Festival Preparation," and Mr. Shaul, Provincial President A.T.A., had a forceful message to deliver to the convention.

At the banquet held on Thursday evening, the guest speaker was Mr. Shaul, whose "Random Thoughts" provoked much thought along the lines of present-day happenings. A movie of the "Royal Visit" and a dance followed the banquet.

Resolutions submitted dealt with the raising of the minimum salary, and payment of teachers in twelve instalments by the Divisional Board.

Selection of officers resulted in the selection of Mr. Hugh Bownes, Sedgewick, as President; Mr. W. Bruce, Vice-President; Mr. G. Carter, Killam, Secretary-Treasurer; Miss M. Nugent, Strome, Press Correspondent; Councillors, Frank Leslie, Heisler; W. Johnson, Rosalind; Mr. Bruce, Alliance; R. Smith, Forestburg;

Musical Festival Committee, Miss V. Anderson, President; Mr. C. Farvolden, Secretary-Treasurer; Misses McDougall, Broemling, Reed, and Mr. Stan. Mallet.

A meeting of the new executive was held at Sedgewick on Saturday, November 4, with President H. Bownes, in the chair. The programme for the Musical Festival was begun. Mr. G. P. Smith, Strome, was nominated to be "contact" man on salary schedules. The matter of a Teacher's paper for the Division was tabled for the time being. The programme for Education Week was discussed, and the matter of Teachers' pensions.

KILLAM-STROME

Killam and Strome formed a joint Sub-local of A.T.A. with C. C. Barry and M. Nugent, of Strome as President and Secretary. Miss Broemling was selected as Musical Festival Representative. Meetings are to alternate between the two towns, the first being at Killam.

KITSCHTY-BLACKFOOT

The teachers of the Kitschy-Blackfoot Sub-local held their second meeting of the term at the Spencer School on November 2.

The highlight of the meeting was a talk on Inside and Outside games, given by Miss S. Deane. A considerable number of games were explained and several were demonstrated. Much benefit was gained from this talk by those present.

Mr. G. Brimacombe accompanied on the piano while Miss C. McKinley directed the singing of several new school songs.

At the close of the meeting a delicious lunch was served by Miss E. Larcombe.

LAC BELLEVUE

At a meeting held on October 20, in Lac Canard School, the teachers in the block north of the Saskatchewan River of the Two Hills Division, have decided to form Sub-local of Lac Bellevue. The following officers were elected: President, Mr. H. Stranak, Lake Eliza; Vice-President, Mrs. H. Stranak; Secretary-Treasurer, Miss R. Slevinski, Lac Canard; Press Correspondent, Mr. E. A. Taschuk; and Social Committee, Mrs. P. Gadoski, Miss R. Slevinski and Mr. A. Caruk; Councillor to the Executive of the Two Hills Division, Mr. Harry Stranak.

The meeting concluded after the serving of a delicious lunch by our hostesses Mrs. P. Gadoski and Miss R. Slevinski.

LAC STE. ANNE CONVENTION

The teachers of Lac Ste. Anne Division II this year decided to hold their fall convention in Edmonton and arrangements were made to meet at the Public Library lecture room on October 12, 13 and 17. The A.T.A. meeting was held on the afternoon of the 16.

The following resolutions were adopted:

Whereas the resignation of eight teachers of the L.S.A. Div., following July 20, has caused the above Div. Board considerable inconvenience in replacing them with suitable successors;

And whereas by granting these teachers termination of contract, the said contracts have been legally cancelled, leaving the A.T.A. no grounds for disciplinary measures against a practice we absolutely condemn;

Be it resolved that the Divisional Board in future refuse such requests unless under extenuating circumstances.

II. Whereas we consider such requests to Div. Boards by Teachers as unprofessional;

Be it resolved to ask the A.T.A. in General Convention to do all in its power to stop the above practice.

III. Whereas the present deadline for cancellation of contracts by the teacher is July 20;

And whereas many Div. Boards including L.S.A. do not allocate teachers throughout the Div. until after the first of August;

And whereas such transfers may not be acceptable to teachers who are willing to remain in their present school;

We therefore request that Div. Boards make all transfers as early as possible in July.

IV. Whereas July 20, the present deadline for teachers' resignations, leaves the teacher too little time to place himself in a better situation;

Be it resolved that the Department of Education be asked to re-establish July 31 as the final date for same.

Officers elected for the current year were:

President, Geo. M. Crawford, Sangudo; Vice-President, Chas. X. Seeley, Cherhill; Secretary-Treasurer, Miss Jean D. Dey, Sangudo; Press Representative, F. J. Woodhouse, Cherhill; Teachers' Representative to Div. Board meetings, Mr. T. Johnson, Onoway; Mr. J. McPherson, Lac Ste. Anne.

In addition to the above elected members there are: Mr. Walter McKay, councillor for Onoway Sub-local; and Mr. J. A. Pattullo, councillor for Cherhill Sub-local.

A Salary Committee was also set up consisting of: Messrs. C. X. Seeley, G. M. Crawford, T. P. Johnson, J. David, Greencourt, F. J.

Woodhouse, Cherhill, and Miss Patricia Latham, Onaway.

Messrs. C. X. Seely and F. J. Woodhouse were appointed to negotiate with the Div. Board for a new salary schedule.

LETHBRIDGE DIVISION

The meeting of Nov. 2 opened with a brief address by Mr. John W. Barnett.

Following the minutes of the last meeting, Mr. Allen gave the president's report on the work of the executive for the past year. Miss McCully then presented the financial statement for the year, closing November 1939.

A motion for the revision of the constitution was then passed. The amendment was to read "that the number of members required for a quorum is seven and the number of Sub-locals represented, three."

The election of officers resulted in the following appointments: President, Mr. Simcoe, of Nobleford; Vice-President, Mr. J. W. White, of Coalhurst; Secretary-Treasurer, Mr. Leslie Medd, of Nobleford; Press Correspondent, Miss Jean Nichol.

A negotiating committee to meet with the Divisional Board regarding salary schedules was then appointed. This committee was to consist of: Mr. Simcoe, Mr. Smith, Miss Nichol, Mr. Blumell.

LETHBRIDGE

The recent meeting of the Lethbridge Local was held in Central School, with the following programme: Mr. J. Watson was elected Vice-President. Mr. A. J. Watson, Superintendent of Schools, had received a letter with regard to reading, dramatization and choral speech for teachers and representatives of the various schools were asked to inquire how many teachers would be interested. The question of accumulative sick pay was brought up and Miss M. Lang, our representative to the School

Board, was asked to take this up with them. Miss Lang was also asked to inquire as to regulations regarding teachers asking for leave other than sick leave. The matter of seniority and pension rights for those enlisting for overseas or home service was left over until further information could be obtained. Plans for Education Week were left in the capable hands of Mr. T. Segsworth and Mr. Vasilanak. Plans were also discussed for the organization of divisional groups. The committee in connection with the South Western Alberta Teachers' Association convention reported progress.

LOUGHEED-SEGEWICK

The Lougheed Sub-local held its regular meeting October 28 in the Lougheed School. The teachers of the Sedgewick Sub-local have become affiliated with this local which will now be known as the Lougheed-Sedgewick Sub-local.

Suggestions concerning the Musical Festival were submitted and a brief discussion on Social Studies followed.

MACLEOD

The Macleod Sub-local held its first meeting of the term in the Macleod Public School on September 30th. The main purpose of the meeting was to select a new executive. The officers elected were as follows: President, Mr. E. C. Chute; Vice President, Miss J. Porter; Secretary-Treasurer, Miss N. Russell; Social Convenor, Miss Ripley; Press Correspondent, Miss J. Putnam. A tasty lunch was served by Miss Griffin assisted by teachers of the Macleod School staff. A special meeting was called on Monday, October 2, for the purpose of selecting Sub-local councillors. Mr. Chute and Miss Maude Thompson were elected representatives.

MYRNAM

Twelve teachers of the Myrnam Sub-local met at the Bohdan School residence on October 28 to discuss some current problems arising out of the convention.

Mr. Meronyk, elected to the Festival Committee, invited all teachers to recommend suitable material from which a good programme could be selected. It is expected that two festival centres, to serve adequately all the schools of the Division, will be officially approved.

The value of an "Education Week" was generally acknowledged. By clarifying some misconstructions arising out of the radically changed Course of Studies, it is hoped that a Parent-Teacher organization may be evolved. Consequently, for the third time, an educational meeting has been prepared for Myrnam and now extended to Morecambe, on November 12. Miss M. Kulancha, Messrs. W. Teresio, N. Poohkay and W. Chorney volunteered to give addresses on their chosen topics, material for which had been received from the A.T.A. office. (A guest speaker, preferably a parent, is being invited.) Mr. Dubeta agreed to act as chairman at both meetings.

Four delegates were elected to meet other representatives in convention at Two Hills on November 4, for purposes of revising the salary schedule. Negotiations may not be thrown open, due to strategic reasons, as it is believed that another body is designing to pursue a strong offensive.

That "something missing" feeling was lost after the serving of a very delicious lunch by the gracious hostesses, Miss R. Pawlik and Miss M. Palamar.

NANTON

The Nanton Sub-local met Tuesday evening, November 7, at the home of Mr. and Mrs. R. E. Hoover. Each teacher selected a particular part of the Convention Programme on which to report at a future meeting. At the conclusion of the business Mr. Edsel Peterson presented a very interesting paper on "Progress". The remainder of the evening was spent in playing games at the end of which Mrs. Hoover, assisted by Miss Jean Park, served a delicious lunch.

OKOTOKS

The Okotoks Sub-local held its organization meeting in the Lower School on November 6. Election of officers were as follows: President, Mr. C. Hegg; Vice-President, Mr. P. Page; Secretary-Treasurer, Miss H. Thorssen; District Councillor, Miss B. Quinn; Press Correspondent, Mr. M. Ardil. It was decided to hold meetings on the first Monday of each month at 4:30 p.m. in the lower school. All teachers in the vicinity are urged to attend future meetings.

OLDS

The Olds Sub-local held its second meeting for the 1939-40 term in the Olds school on November 4. The following officers were elected for the year:

President, John Weir; Vice-President and Press Correspondent, G. W. Gilbert; Secretary, Frances McArthur; Social Convenor, Mabel Jobe; Programme Convenor, Elsie Park; Councillors, S. Hodgins, E. Erickson.

An excellent demonstration in physical training was given by Don. Thorson and a group of boys showing some of the features characterizing the Danish Method of P.T.

It was decided to hold meetings the second Saturday of each month. An interesting talk was given by Miss Butcher* on "Problem Solving in Algebra."

A delicious lunch was served by the ladies. It is hoped that a larger number will be present at the meetings in the future. The next meeting will be on December 9 at which discussions will be held on Social Studies VII, VIII, IX and Primary Reading.

PARADISE VALLEY

The second meeting of the Paradise Valley Sub-local was held at Park Valley School on October 17, with Mr. Frank Welsh, the President, in the chair.

The Christmas concert was a subject of considerable discussion.

A committee consisting of Miss Irma Henderson, Miss Anita Broekel, Mr. Martin Bruce and Miss Sue Swanson was appointed to draw up a programme for the musical festival which is to be held in the spring.

It was decided that the secretary write to the Department of Health to invite a speaker to come to McLaughlin to give an illustrated lecture to the children on November 3, following the inoculation. It was further decided that the teachers sponsor a banquet and dance.

After the adjournment of the meeting everyone enjoyed a very delicious lunch served by Miss Jane Dickie, assisted by Miss Joan Woodruff.

PEMBINA

The Annual Convention of the Pembina Teachers' Association was held in Westlock on November 2 and 3, with 85 teachers in attendance. Mr. Chas. Roulston on behalf of the Mayor and the Town of Westlock extended a hearty welcome to the teachers and our new Inspector, Mr. J. P. White B.Sc.

President Mr. E. P. Gartley gave a short address pointing out that active Sub-locals assure an active Local A.T.A. He spoke on one Committee that should be active, "The Educational Research Committee."

Mr. Raymond Shaul, President of the A.T.A., addressed the teachers. He suggested that the name be changed from Barrhead-Westlock Teachers' Association to Pembina Teachers' Association. In his address he discussed the following topics:

1. Sub-locals and their importance.
2. Supervision of Arithmetic Course to be offered at next Summer Session.
3. The A.T.A. Library for the use of Sub-locals for Educational research work.
4. The Alberta Pension Scheme.
5. Education in Quebec where School Attendance is optional and where illiteracy is common.
6. Federal Aid for Education.

Mr. N. Miller representing the Pembina Divisional Board advanced the proposal of the Board to insure the Personal School Equipment of the Teachers up to \$100. Half the premium to be borne by the Divisional Board and half by the Teachers. This was heartily endorsed by all teachers.

Mr. T. A. Norris gave a very concise report of the work of the Negotiating Committee which included: Miss I. Nash, Chairman; Mr. E. P. Gartley, President; Mr. J. Tracy, Secretary-Treasurer; Mr. T. A. Norris; Mrs. E. C. Oestreich.

Thursday afternoon after a very interesting address by Miss A. Waring, Westlock, on "The Development of Activity Education in Ontario," the convention took the form of sectional meetings with the following taking part:

Junior Section: 1. Preparing for Musical Festival Work in a rural school, Mr. J. R. Harris, Mossdale.

2. Demonstration of Junior Enterprise, Miss E. Clifford, Westlock.

Senior Section: 1. Activity Methods in Social Studies, Mrs. E. C. Oestreich, Manola.

2. Dramatics in the Intermediate School, Mr. D. McCallum, Dapp.

The social part of the convention took the form of a banquet and dance with Mr. A. E. Ottewell, Registrar of the University of Alberta as our guest speaker.

Friday morning the convention again took the form of sectional meetings:

Junior Section: 1. Junior Art, Miss E. Burdick, Clyde.

2. Playground Activities in the Junior Grades, Miss I. Munn, Tawatinaw.

3. Junior English, Miss D. Parks, Barrhead.

Senior Section: 1. Modern Methods of Teaching English, Mr. T. A. Norris, Jarvis.

2. Adaption of Music Theory to Practice, Miss E. Pritchard, Westlock.

3. Methods of Teaching and Practical Application of Grade IX, Geometry, Mr. E. P. Gartley, Rochester.

The Dessert

"Twas the end of the Dinner
And all 'round the board
Not a creature was stirring
So much food they'd stored.

When up spoke the hostess,
Said "I've got a surprise
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ALBERTA

Colonel Hughes, Chairman of the Divisional Board spoke very fittingly to the Teachers' and urged them to do all in their power to beautify the school grounds.

Inspector J. P. White, B.Sc., in his address, "Of Interest to Teachers" pointed out the aims of Education and the responsibility of the teachers.

Friday afternoon a general business meeting was held at which election resolutions of interest to teachers were passed. The following officers were elected for the ensuing year:

President, Mr. T. A. Norris, Jarvis; Hon. President, Mr. J. P. White, B.Sc., Inspector; Past President, Mr. E. P. Gardiner, Rochester; Vice-President, Miss I. Nash, Westlock; Secretary-Treasurer, Miss E. Fowler, Clyde; Assistant Secretary and Press Correspondent, Miss V. Crone, Westlock, and four Sub-local representatives to be elected by their Sub-locals. Mr. G. Loken, Mr. J. D. McDonald.

The convention was brought to a fitting close with an inspiring address by Dr. H. C. Newland, Supervisor of Schools, who spoke on the new course in the Elementary School and Growth in Education.

PONOKA

The Ponoka Sub-local held its first regular meeting in the Ponoka School on November 2, at 8 p.m. Mr. R. E. Rees was elected as Councillor for the Sub-local on the Ponoka Local Executive.

After the business meeting, Mr. G. W. Sutherland gave an interesting and enlightening address on the Canadian Teachers' Federation. Mr. Rees also spoke on the books that are available from the A.T.A. library.

It was decided that we discuss the present pension scheme and some other selected problem at our next meeting which is to be held on December 7, at 8 p.m. in the Ponoka School. All country teachers are cordially invited to attend.

At the conclusion of the meeting a very delicious lunch was served by the hostesses for the evening, Miss D. Attwood and Miss E. Muttart.

REDWATER-OPAL

The Redwater-Opal Sub-local held its Education Week Programme on November 9, in the Eastgate Hall. Although the roads were barely passable, we had a crowd of about three hundred people in attendance.

The evening was a most enjoyable one. It began with our National Anthem, being followed by a speech of welcome presented by Mr. Klufas, of the Eastgate School. This school then entertained us with the song "Rock of Ages". Maybridge gave a demonstration of club swinging; then Ufford School acquainted us with their school song. Next Mr. J. Pasemko, principal of the Ufford School, spoke about "Human Relations and Human Education." Hill Point School introduced itself by a demonstration in tumbling that caught the fancy of all present. An instrumental number from the Fedorah school followed. Sneezing was mastered by the Woodgrove School in their play, "The Hay Fever Cure." Opal made its bow with a pair of young maidens showing us how to dance "The Irish Lilt." We were then greeted by "The Man with the Mandolin" from Eastgate School. Maybridge lassies treated us to "The Bluebells of Scotland." The "Place of Religion in Our Democracy" was outlined by Mr. Philip J. Wacowich, principal of the Opal Village School. Here it was shown that we can expect a good democratic government only when the people learn to be truthful and understand the principles for which democracy stands. A solo "Dark Eyes", presented by Eastgate came next. Characterizations of various nations by the pupils of Ufford School proved very entertaining. "The School's Obligation to the Individual Child" was developed by Mr. Wynnycuk, of Hill Point School. The school prepares the child to take his rightful place in the world better equipped to cope with its difficulties and pitfalls, was the concession reached. Woodgrove School then took us "Up on the Amber Athabasca". "Me and Mine", a monologue from the Opal Village School seemed to explain why it is that we get so many "kicks out of life." An impromptu number was suggested in which the teachers of our Sub-local had to sing. The first selection surprised the audience so much that the pedagogues were recalled. "You Are the Only Star in My Blue Heaven" was sung by Woodgrove School. To bring this evening to a successful conclusion Mr. Bell gave us an interesting talk on the "Relationship of Teachers and Parents with Children."

A meeting of the Redwater-Opal Sub-local was held at the Hill Point School on November 15.

The topics under discussion were: The Music Festival and Social Studies.

Mr. Bell reported on what the Salary Schedule Committee had done. It seems that most of the teachers are agreeable to the present schedule

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as arranged by the School Board and the Committee.

Following the meeting a delicious lunch was served by Mr. and Mrs. Wynnycuk.

RYLEY

The first meeting of the Ryley Sub-local was held on October 21, in Ryley, for the purpose of choosing new officers and determining the policy for the coming year.

The following officers were elected:

President, Mrs. S. Kallal; Vice-president, Mr. G. Loken, Salt Lake; Secretary-Treasurer, Miss Hazel McKinley, Ryley; Press Correspondent, Miss Margaret MacMillan, Ryley. Programme Committee, Miss Margaret MacMillan, Mrs. A. J. Richardson and Miss Norah Findlay.

Members elected to the various committees of the Divisional Association were Mrs. S. Kallal, Mr. G. Loken, Mr. J. D. McDonald.

SEBA

The Seba Sub-local held its first meeting of the term at the home of Mrs. Preus at Seba Beach. The following were elected for the new executive: President, Miss D. E. Topolinsky; Vice-President, Miss Ruth Freebury; Secretary-Treasurer and Press Correspondent, William Tansasiuk; Local Association Councillor, Mrs. E. M. Preus.

It was decided that the Sub-local continue to meet as usual on every third Saturday of the month at Seba Beach. New teachers in the vicinity of Seba Beach are cordially invited to attend.

At the conclusion of the meeting Mrs. Preus served supper, which everyone enjoyed.

SEXSMITH

"A man is worth two dollars a day from his neck down but how much he is worth from his neck up is our job." To prove their lively existence the teachers of the Sexsmith Sub-local met for their November meeting at the home of Mrs. R. Roberts. Officers in charge this year are as follows: Mr. T. W. Nordon, President; Mr. G. Stewart, Vice-president; Miss H. C. Muttart, Secretary-Treasurer; Mr. J. H. Blockside, Councillor; D. J. Keobee, Press Correspondent; Film Committee, Mr. Williamson, Miss L. Hardman, D. J. Keobee.

Mr. Nordon expressed the sorrow felt by all at the death of our Past President, Mr. Milton Robertson. Words cannot measure our loss as his friends or the loss to the teaching profession of a most sincere and earnest worker for the causes of the association and education.

Mrs. R. Roberts accepted the nomination as a member of the Salary Schedule Negotiating Committee. We all hope she may be elected by the local as we feel that she is a splendid champion of the cause "with grit a-plenty to stick to her guns."

The Pension Scheme was then discussed and much dissatisfaction expressed at the vagueness as to how the pension fund was to be distributed. It is felt that there should be some provision made where a percentage of the pension be refunded to the teacher if she or he should decide not to continue teaching till they reach the age of sixty-five.

There was also a general feeling of dissatisfaction of the raising of the A.T.A. fees. It was suggested that the two dollar fee should be left as it is but the five dollar fee be reduced to four dollars.

It was decided that we use a twelve volt battery to run the projection machine thus ensuring the clearness of the film. This will mean a slight increase in the cost of operation. Our councillor was requested to enquire if there were possibilities that the Central A.T.A. might arrange with the Department of Extension to pay part of the rental of the films. This would be a worthy project as it would give direct help to our schools.

During a delicious lunch served by our hostess, Mrs. Roberts, suggestions were received as to an effective programme for Educational Week. Mr. Hoffner lead the discussion.

SMOKY LAKE

The teachers of the Smoky Lake Sub-local rallied at the Waspite High School on October 28, to hold their regular meeting. The business

part of the meeting was opened by setting local fees at 50c. Mr. G. Lambert and Mr. H. Wilson were appointed as representatives for the Festival Committee. That vitally important item, the Salary Schedule, was next considered. Mr. H. A. Kostash, Superintendent of Smoky Lake School Division, led this discussion. A committee of three was appointed to draft any cases that may arise from transferring of teachers. A resolution to be presented to the Board of the Smoky Lake Division was drafted as follows:

That teachers may legally take advantage of the one day's holiday provided for in the School Act, in order to visit a neighbouring school, while the said school is in operation, for the purpose of professional advancement.

The meeting was adjourned very jovially through the medium of delicious refreshments provided by the ladies' staff of Warapite.

SPIRIT RIVER

The October meeting of the Spirit River Ryecroft Sub-local was held on October 21 at the Ryecroft teacherage. The minutes of the September meeting were read and adopted.

A lengthy discussion on school fairs followed, involving all sides of the question. The Ryecroft Agricultural Society has kindly offered the use of the hall and curling rink should we decide in favour of it.

Once again the motion picture machine was discussed at length. A committee, consisting of Mrs. Brian, Mr. Piercy, and Mr. Lyle was appointed to investigate fully, the advisability of operating it. They are also planning study and research on making it more valuable in teaching as the general opinion now seems to be that for the expense and work entailed, the return value in actual education is small.

An entertainment committee was appointed to look after the programme for each meeting. Each teacher is to be notified of each meeting, and the programme planned for that day. Those on the committee are: Miss Duncan, Miss Meen and Mr. Woloshyn.

The meeting was adjourned and lunch served by the Ryecroft teachers.

STONY PLAIN-SPRUCE GROVE

The Stony Plain-Spruce Grove Sub-local met in the Stony Plain High School on October 25. Mr. Miller called the meeting to order. The minutes of the last meeting were read and accepted. It was decided to continue the meetings of the Sub-local. The following officers were elected by acclamation: President, Mr. G. Proctor; Vice-President, Mr. F. Eichenlaub; Secretary-Treasurer, Miss M. Makovichuk; Press Correspondent, Miss E. Hendrickson. Since the President was absent, Miss Makovichuk took the chair. The matter of Sub-local fees was discussed.

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ed. A motion was made by Miss Hendrickson and seconded by Miss Ewald that fees be temporarily set at twenty-five cents. This was carried.

Mr. Moyer gave a report on the Track Meet which was held in Stony Plain on October 4. He announced that the Stony Plain High, Glory Hills, and Warden Schools had each won the cups for the third year in succession. Because of lack of finances no medals had, as yet, been ordered. He also asked for the entry fees from each teacher of the room taking part.

Suggestions for programmes for future meetings were called for. Suggested topics were: Current Events, Dramatics, A Play, Makeup, Activities in Enterprises, Report Cards, and Physical Training Courses.

When the matter of lunches was discussed, Mr. Miller informed the teachers that the Stony Plain students were willing to cater at a nominal fee. A motion by Miss Ewald that they be asked to do so was carried. A motion by Miss Grierson, seconded by Miss Bradley that the future meetings be held every third Wednesday of the month was carried. This was not to apply to the December meeting, however.

Following the meeting a delicious lunch was served by the High School girls. The meeting was then adjourned.

STROME

A most enjoyable meeting of the Strome Sub-local was held at the home of Mr. G. P. Smith, on Saturday afternoon, November 18, with a good representation from Strome and Killam present. Mr. French gave a comprehensive report on the activities of the Salary Schedule Committee. The meeting favoured the idea of establishing a Divisional paper. The meeting went on record as expressing its strong disapproval of the policy of the Teacher Representatives on the Pensions Board in passing by-laws without first obtaining the opinion of the teaching body at large. Further, "we demand that in future we be allowed to exercise our privilege of expression of opinion, by ballot or other means, upon any recommendations of the Pensions Board, before such recommendations become law."

The next meeting of the Sub-local will be held on January 27 at 2 p.m., at Strome. Each member is to contribute a "major success" idea, and a "major difficulty" problem.

At the conclusion of the business meeting a pleasant social hour was spent over the tea-cups. A hearty vote of thanks to Mr. and Mrs. Smith for their gracious hospitality.

The officers of the Strome Sub-local are as follows: President, C. C. Barry; Vice-President, G. French; Secretary, M. Nugent; Press Correspondent, C. Hamilton.

THORSBY

At the Wetsaskiwin Convention held on November 9 and 10, teachers from unorganized territory lying west of the Wetsaskiwin and Ponoka Divisions and south of the Saskatchewan River met and organized the Thorsby Territorial Local Association.

The following executive was elected:

President, Mr. E. L. Fox; Vice-President, Mr. W. Smith; Secretary-Treasurer, G. R. Mealing; Press Correspondent, Mr. J. E. Symyrozum.

All teachers of the area are hereby informed of the formation of the Thorsby Local Association, to which they now belong, and are earnestly requested to communicate with Mr. Mealing in regard to formation of Sub-locals, or any problem confronting them. A meeting of the executive will be held soon and a programme of activities for the year drawn up. Full details of this meeting will be sent to each member.

TOFIELD

The organization meeting of the Tofield Sub-local was held in the town school Friday, October 20. Following an amusing and interesting talk on "The World's Fair and Historic Virginia", given by Tofield Postmaster, A. B. Clutterham, officers for the year were elected and suggestions for a program discussed. Tea was served by the Tofield staff.

TOMAHAWK

The last meeting of the Tomahawk Sub-local was held at the home of Mr. and Mrs. Johann Overbo on November 4. A suggested list of changes in the present School Fair Bulletin was prepared. The Secretary was asked to forward this list to the committee in charge. It was decided to study one book from the A.T.A. Library during the year. A lively round table discussion on various types of Intelligence Tests



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and other testing material led by Mr. Overbo, followed. The next meeting will be held in Tomahawk High School with Miss Bond and Miss Chisholm as hostesses.

After the business meeting was adjourned, delicious refreshments were served by the hostess, Mrs. Overbo.

TROCHU-THREE HILLS

The first meeting of the Trochu-Three Hills Sub-local was held in the Three Hills Town School on October 28. The first part of the meeting was devoted to the election of officers: President, Mr. R. Turner; Vice-President, Miss M. Mackay; Secretary-Treasurer, Mr. H. Evans; Councillors, Mr. R. Mac Arthur and Mr. G. King; Press Correspondent, J. A. Collins.

Mr. Mac Arthur then reported on a meeting held in Drumheller with regard to the organization of sub-locals and locals. Mr. Evans spoke on the possibilities of work for the Sub-local for the winter. The next meeting of the Sub-local will be held in the Trochu Valley School on November 18. At the conclusion of the meeting a dainty lunch was served in the domestic science room, by the Three Hills lady teachers.

TURNER VALLEY

The Turner Valley Local held its second meeting of the new school year on November 15, in the South High School. Our newly elected President, Mr. Cox, occupied the chair throughout the entire meeting and Mr. Hugh McCullough and later our newly elected Secretary and Treasurer, Miss Soper, recorded the minutes.

The problem of transportation to local meetings has become a vital one during the past two or three years owing to the growth of the school district and to the comparatively wide separation of schools within the district, and so Mr. Gould put a motion before the meeting that applications be received by the executive for the division of our local into sub-locals. This was seconded by Mr. Minue and a short discussion followed, but when the question was finally put it was defeated unanimously. We believe it to be to our advantage to function as one body for the present at least.

Miss McNally moved that the Social Committee take action regarding a social affair before the end of November. This motion was carried unanimously.

A letter from the General Secretary-Treasurer, Mr. Barnett, regarding snap or other pictures of schools, teacherages, etc., was turned over to our newly elected Publicity Convener, Mr. Ballard.

It was decided that we meet on the first Wednesday of each month and that members find their own transportation.

The social function for this month will replace the December meeting but suggestions as to what should be done at later meetings to fill out a year's programme are to be handed in at the time of our social gathering.

TWO HILLS

Despite a blinding windstorm a very well-attended and interesting meeting of the Two Hills Sub-local was held at Moose School, on October 21.

The minutes of the previous meeting were read and adopted. Demonstrations of Gray's Oral Reading Tests were given by Mr. W.

Dzogolyk. Pupils from various grades were tested. The teachers present unanimously agreed on the usefulness of these tests.

It was decided to have a joint meeting with the Hairy Hill Sub-local next month.

Following a lively discussion on the salary schedule, Mr. W. Dzogolyk and Mr. W. Kindrachuk were elected to assist on the Committee.

The highlight of the meeting was the social hour. The social committee comprised of Miss Odynski, Miss Plawiuk and Mr. Berezan had prepared a fine programme of games and songs. A very delightful lunch was served by our hosts, Messrs. Dzogolyk and Shymko. Congratulations to our hosts and the social committee!

VETERAN

The election of officers for the new term took place following the adjournment of the Castor Neutral Hills Convention at Coronation. The financial report for last term was given. Following this, the election of new officers was held.

Mr. E. Green, President; Miss Orpha Ulseth, Vice-President; Miss M. Stewart, Secretary-Treasurer; Mr. W. D. MacDonald, Press Correspondent. Meetings are to be held the second Saturday of every month in Veteran.

VERMILION

On November 4, a meeting of the Vermilion Sub-local was held in the Vermilion High School for the purpose of electing a new executive for the coming year. The following were elected:

President, Mr. H. W. Webber; Vice-President, Miss K. Proudfoot; Secretary-Treasurer, Miss L. Noonan; District Councillor, J. C. Brown. The supervisor, Mr. Laverty then gave a very interesting talk to the group.

VERMILION

The Vilna sub-local met in the Vilna School on October 16, to organize for the coming year. The following officers were elected: President, Mr. H. J. McKim Ross; Vice-President, W. Filiwych; Secretary-Treasurer, Miss M. Edmondson; Press Correspondent, Mr. L. M. MacLean.

It was decided that subsequent meetings should consist of reports by study groups. A Programme Committee consisting of Miss M. Edmondson, Miss H. Ewasiluk, Mr. P. Poochak and Mr. L. M. MacLean was elected to arrange a schedule of speakers for the coming year. Each member is expected to contribute to the investigations by the study groups.

WEST MCLENNAN LOCAL INSTITUTE

At Spirit River, Oct. 13, the West McLennan Local held their first Teachers' Institute.

Mr. Stehelin gave the opening address welcoming all teachers, new and old and gave a brief outline of district conditions, financial and otherwise. Due to the fact that these conditions were not altogether favourable our local had decided to put on this institute.

Miss MacDiarmid gave demonstration lessons to her class of Division II students. One lesson on Social Studies to Grade VI on "Sir John Franklin", the other on "The Planets" in Elementary Science to Grade V.

Unfortunately, due to our tardy schedule, Miss Henderson's demonstration was omitted.

Our teachers had the pleasure of hearing Mr. Swift, of the Edmonton Normal School, lead a discussion on problems of progressive schools.

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Mr. Slettedahl of Belloy led a discussion on "Problems of the Separate Divisions." This system we found was quite successful and did much to aid each teacher.

Mr. Ottewell, of the University of Alberta, our guest speaker, gave a public address on "World Affairs." In this Mr. Ottewell spoke on fundamental reasons for the international up-roar at the present time, giving his own opinion on different situations.

The Organization Meeting was conducted by Mr. Blackie, the former president. Miss Henderson read the report of the Nominating Committee in which the executive for the West McLennan Local were nominated for 1939-40.

The following were nominated: President, Mr. B. Piercy, Spirit River; Vice-President, Mr. W. S. Jones, Wanham; Secretary-Treasurer, Miss L. MacDiarmid; Press Reporter, Miss M. E. Beatty, Rycroft; Councillor, Mr. E. J. Slettedahl, Belloy.

The afternoon closed with an address by Mr. Barnett, who outlined the work done by the Alberta Teachers' Association. Also Mr. Barnett stressed some points of improvement which the Association hope to bring to pass in the near future.

In the evening an enjoyable banquet was held in the Dominion Hotel.

With Mr. Lyle as chairman, an interesting and varied programme followed the banquet. Our thanks to Mr. Ottewell, Mr. Barnett, Mr. Fildes and Mr. Lyle.

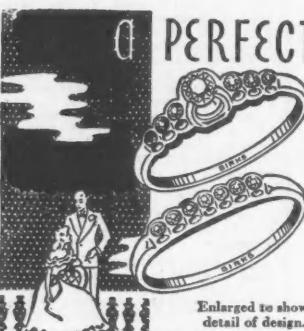
The evening closed with a dance in the Masonic Hall, from which each one returned, reporting a happy time.

WILLINGDON

The monthly meeting of the Willingdon Sub-local of the A.T.A. was held on October 20th in the Willingdon school. After the financial report was adopted and the President's lengthy and interesting report was heard, a committee of four was appointed to arrange for the Educational Week. The committee is composed of: Messrs. S. Tkachuk of Shandro, P. Iftody of Boran, N. W. Sveika and L. W. Kunelius of Willingdon. The officers for the ensuing year are as follows: President, L. W. Kunelius; Vice-President, S. Tkachuk; Secretary-Treasurer, N. W. Sveika; Press Correspondent, Peter Iftody; Councillor, N. W. Sveika; Social Committee, O. Kryskow, P. Zaharuk and L. Walker. The members planned to invite the members of the Andrew Sub-local to a joint meeting and the Secretary was instructed to communicate with them. A short but interesting program followed the meeting, after which the members retired to the school kitchen and partook of a well prepared lunch.

WINTERBURN

The second meeting of the Winterburn Sub-local was held in the Imperial Bank Building A.T.A. Office, on November 4. The time was devoted to a discussion on problems compiled by the programme committee. It was decided that four of the following meetings will deal with a discussion on "The Problem Child." The meeting came to an end after an enjoyable game of Chinese checkers. Everyone try to attend and make our roll call one hundred percent at our next meeting.



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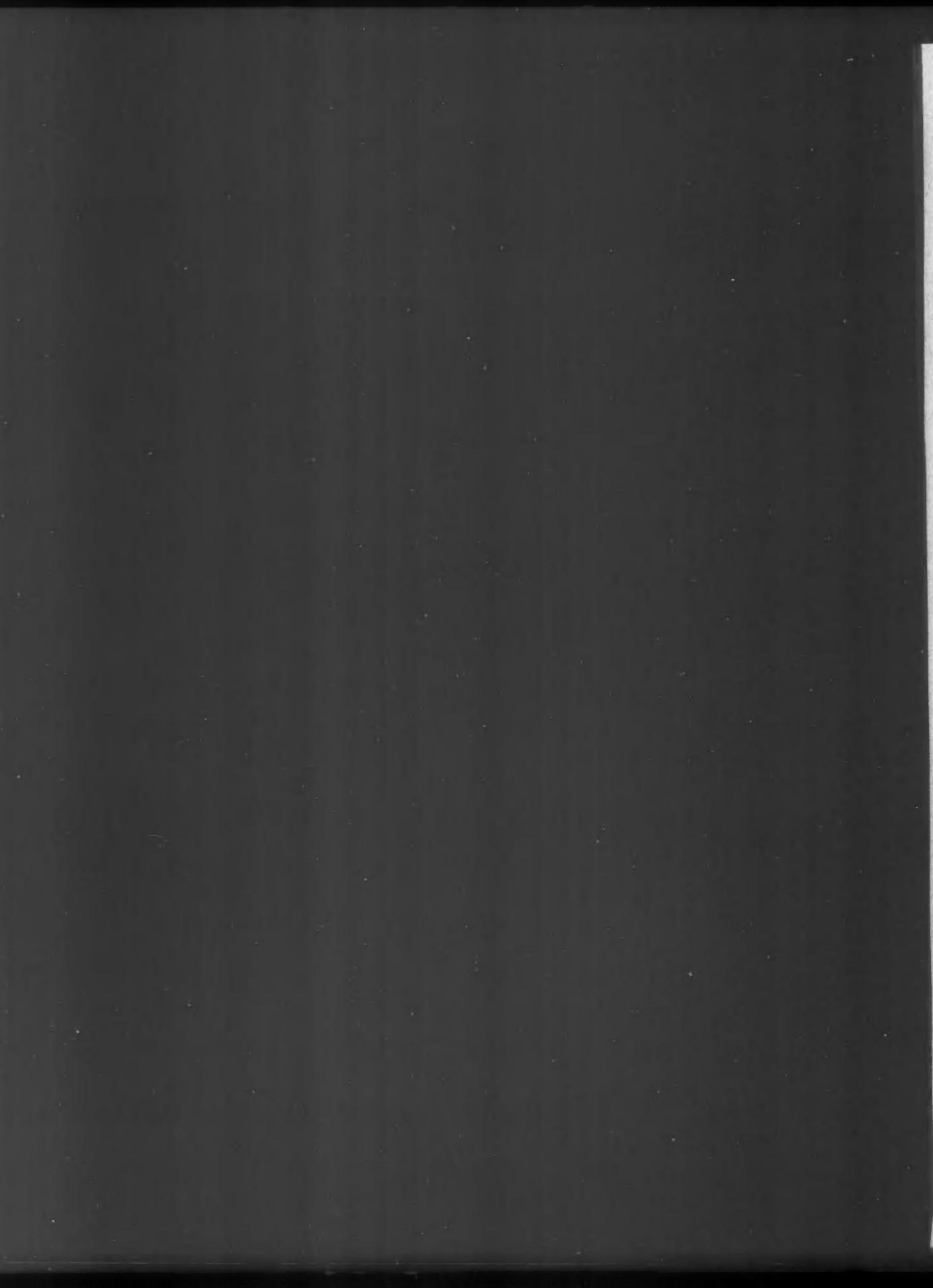
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